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ABSTRACT

This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes in which the documents are arranged alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

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Resources in Vocational Education

10

1977 Volume 10 Number 4

ED156893

CE 017 253

The Center for Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- ☐ **Generating knowledge through research,**
- ☐ **Developing educational programs and products,**
- ☐ **Installing educational programs and outcomes,**
- ☐ **Operating information systems and services,**
- ☐ **Conducting leadership development training programs.**

ISSN 0095—3784

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Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the AIM/ARM Project under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor, Director
The Center for Vocational Education

5

Table of Contents

Foreword iii
Sample Document Resume vi
Document Resumes 1
Index Section 39
  Subject Index 39
  Author Index 59
  Institution Index 63
Sample Project Resume 69
Projects in Progress 70
  Project Title List (by state) 80
Organizational Resources 83
How to Order Documents 86

Sample Document Resume

ED 126 314 **95** CE 007 445
Schroeder, Paul E., Ed.
Proceedings of a Symposium on Task Analyses/Task Inventories.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-102-987
Pub Date 75
Grant—OEG-0-74-1671
Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type
Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10, $9.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Systems Approach, *Task Analysis, Test Construction
Identifiers—*Task Inventories

In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods—An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 130 136 CE 008 888

Research and Development Project in Career Education. Curriculum Resource Guide. Volume III–Grades 8-9.

Petersburg Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept of Education, Richmond. Div. of Vocational Education.

Report No.—VT-103-220

Pub Date—74

Contract—OEG-0-73-2990

Note—369p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents, see CE 008 886-887

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Bibliographies, *Career Education, *Career Exploration, *Curriculum, Curriculum Guides, Fused Curriculum, Grade 8, Grade 9, Junior High Schools, *Learning Activities, Lesson Plans, Resource Materials, Student Evaluation, Unit Plan, *Units of Study (Subject Fields)

This third of a 3-volume curriculum guide for Grades 1-9, contains master units for Grades 8-9 which incorporate career education concepts into the existing curriculum. The career education program for Grades 8 and 9 focuses on factors related to career choice, educational planning, decision-making, and personal information and individual differences which will greatly affect an individual's choice of a career. The five master units for Grade 8 are: Physical Science, Survey of Literature, Contemporary English, Mathematics, and Social Studies. The four Grade 9 units are: Earth Science, Survey of Literature, Contemporary English, and Mathematics. The general format for each unit includes: Introduction, educational goals, career education concepts, informational (behavioral) objectives, instructional procedures, suggested student outcomes, and evaluation procedures. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the necessary resource materials are listed. A bibliography of career education materials (46 pages) completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the largest number of references, is the title and availability. (Author/RG)

ED 130 137 CE 008 903

Wircenski, J. L.

Developing Career Counseling Instruments. A Guidance Handbook.

Purdue Univ., Lafayette, Ind. Dept. of Industrial Education.

Report No.—VT-103-235

Note—15p.; For a related document see CE 009 068. Pages 12 and 13, containing recommendation and rating forms, will not reproduce well due to faint and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Admission Criteria, Guidelines, Manuals, Material Development, *Measurement Instruments, Occupational Guidance, Rating Scales, *Student Evaluation, *Student Placement, *Vocational Counseling, *Vocational Education

Guidelines are presented for developing a career counseling instrument which may be used to identify and select students who can best benefit from a particular vocational program. Instrument construction takes approximately two hours and entails selecting appropriate criteria for student evaluation (such as grades, attendance, attitude, mental level, and program interest) and assigning point values to each one. The student is rated on a scale for each of the criteria, resulting in the attainment of points for each scale as well as a total point count for the instrument. Data for the instrument is obtained from student records and teacher evaluation. Sample forms are included. (Author/RG)

ED 130 138 CE 008 908

Curry, Charles Crosen, Roger

Work Ethics for Today's Youth. Teacher's Guide.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—VT-103-240

Pub Date—Jun 76

Note—173p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Career Education, *Employment, Ethical Instruction, *Ethics, Grade 10, Grade 11, High School Curriculum, Individual Development, Instructional Materials, Learning Activities, Secondary Education, *Teaching Guides, *Vocational Education, *Work Attitudes

This teaching guide provides vocational teachers with a method for implementing work ethics instruction. Twenty-three lesson plans are included, which are organized into eight instructional units: Learning about Work; Developing Personally; Conducting Yourself Ethically; Developing Human Relations Skills; Getting a Job; Performing on the Job; Managing Money; and Working Is for Everyone. Each lesson contains student objectives, motivation techniques, learning activities, content summary, teaching aids and references, and an evaluation technique. More than 20 different student activities are included in the motivation techniques and learning activities throughout the guide. Although the materials may be used in any regular classroom setting, field testing revealed that they are most relevant when taught at the 10th and 11th grade levels. (Author/NJ)

ED 130 139 CE 008 915

Dille, Jeane L. And Others

A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.

Oregon State Univ., Cowallis. Vocational-Technical Education Unit.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Report No.—VT-103-247

Pub Date—Jun 76

Note—87p.; For a related document see CE 008 916

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, Data Collection, *Demonstration Projects, Educational Research, Elementary Secondary Education, *Federal Programs, Post Secondary Education, *Program Evaluation, Research Methodology, *Research Projects, Tables (Data), Vocational Development, *Vocational Education

Identifiers—*Oregon

The technical report documents the methodology of a study reviewing the vocational research and exemplary projects in Oregon, so that successful projects or products may be accessible for transportability to other environments. The three stages of research were: (1) Data collection of information on practices, (2) selection of promising practices, and (3) dissemination of information on those practices designated as promising through publication of a handbook. The review and dissemination procedures are detailed under the headings: Document Review, On-Site Visitation, Selection Process, and Compiling the Handbook. Findings of the study are presented in 13 tables according to such variables as career development level, fiscal characteristics, contracting agencies, and instructional level. The project staff concludes that more practices would have been designated as "promising" if means were available for communicating them to others. Recommendations are offered for proposal preparation, project management, and dissemination, including procedures for updating the handbook. Appendixes include a list of references, a list of consultants, project forms, selection criteria, flow charts of procedures, and correspondence. (RG)

ED 130 140 CE 008 916

Promising Practices in Oregon: Career and Vocational Education. Created in Oregon under the Auspices of Parts C and D of P. L. 90-576.

Oregon State Univ., Cowallis. Vocational-Technical Education Unit.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Report No.—VT-103-248

Pub Date—May 76

Note—60p.; Document may not reproduce well due to small type. For a related document see CE 008 915

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Exploration, Demonstration Projects, Elementary Secondary Education, Instructional Materials, Post Secondary Education, *Program Descriptions, Resource Guides, *Vocational Education

Identifiers—*Oregon

Intended to disseminate information about products and processes which have an impact on student needs, the handbook is a compilation of 40 selected research and exemplary projects conducted in Oregon during fiscal years 1970 through 1975. Each practice was selected according to the following criteria: (1) It addresses a significant problem in career education; (2) it is effective in its environment; and (3) it is transportable. The practices are grouped in four sections: career awareness, career exploration, career preparation, and career specialization. For each practice, the information presented includes: a brief project description, materials developed, project background, groups involved, purpose, emphasis, group size, environment, resources (staff and materials), evaluation, and contact person(s). A cross reference title index is provided at the end of each section for practices encompassing more than one main area. A glossary and subject index are included. (Author/RG)

ED 130 141 CE 008 917

Thomas, Willie H., Comp.

Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-249

Pub Date—76

Note—264p.; The first collection of resumes from 1967 through 1971 is available as ED 062 571

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Abstracts, *Agricultural Education, *Annotated Bibliographies, Career Education, Curriculum Guides, Elementary Secondary Education, Instructional Materials, Post Secondary Education, *Resource Guides, Teaching Guides, *Vocational Agriculture, Vocational Education

The resumes in this document cover a broad range of fields and occupations and are arranged in ascending order according to an accession (VT) number. Each resume includes the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the doucment, and a document abstract, author, subject, and VT-ED number cross reference indexes are provided. Instructions are given for ordering the original full text of documents cited or full text reproductions. (Author/RG)

ED 130 142 CE 008 938

School and College Administrators' Seminars: Community Resources. Report and Major Addresses.

Texas Advisory Council for Technical - Vocational Education, Austin.Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date—May 73

Note—133p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrative Personnel, Career Education, *Community Resources, Economic Factors, Educational Change, Elementary Secondary Education, Post Secondary Education, *School Community Cooperation, *School Community Relationship, Seminars, Speeches, Technical Education, *Vocational Development, *Vocational Education

Identifiers—*Texas

An overview of a series of 10 regional seminars to improve communications between schools and the community is presented in this report. The program format and a list of 1972 seminar sites are followed by the major addresses of experts in various fields which were presented at the seminars. The purpose of the conferences, as indicated in a statement of objectives by a businessman, was to sharpen the focus of occupational education as a way of looking at education for all students in a total system involving community, business, schools, and people. The 10 major addresses included in the document are grouped under five subject areas: Economic aspects of education and the community; how the local economy uses school products; how, where, and when people get trained; a plan for educational change; and a workable model for school-community relations. (MF)

ED 130 143 CE 008 954

Luker, William A. Abernathy, Lewis M.

The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.

North Texas State Univ., Denton.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-286

Pub Date—Dec 73

Contract—29538

Note—115p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Changing Attitudes, *Inservice Teacher Education, *Occupational Information, Secondary Education, Secondary School Teachers, State Programs, *Student Attitudes, Teacher Attitudes, *Work Attitudes

Identifiers—Texas

As a possible solution to the problem of inaccurate perceptions and negative attitudes toward vocational-technical occupations among teachers and pupils, the project investigated the feasibility of training secondary school teachers in a range of disciplines to serve as agents of manpower-economic information dissemination and attitudinal change. Methodology involved in-service seminars and summer institutes for a total of 107 teachers. Regression analysis of the training program data indicated that pupils of the trained teachers experienced greater increases in knowledge and developed more positive attitudes toward nonprofessional work modes than did pupils of teachers not participating in the in-service training. However, analysis did not show that pupils of participant teachers experienced a significantly greater increase in realistic attitudes toward nonprofessional work modes. From these findings, it was concluded that the program objectives had been actualized. Development of a delivery system utilizing multimedia technology, with a software support system, was recommended. A summary of the teacher training units, lists of participants evaluation variables, and the study instruments are appended. (Author/MF)

ED 130 144 CE 008 973

Development of a Career Education Curriculum for Deaf Students at the Texas School for the Deaf. Final Report.

Texas School for the Deaf, Austin.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Report No.—VT-103-305

Pub Date—Jul 75

Note—229p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Exploration, *Curriculum Development, *Deaf Education, Elementary Secondary Education, Program Descriptions, Program Evaluation

Goals of a project to develop a career-oriented curriculum for the Texas School for the Deaf from 1972 to 1975 included the delivery of (1) career awareness, exploration, and preparation experiences, (2) language development activities, (3) avocational-recreational experiences, (4) consumer activities, (5) problem-solving experiences, (6) technical knowledge, and (7) a realistic self-image. Chapter 1 presents a program overview and Chapter 2 consists of the evaluation–elementary evaluation, elementary interview inventory, junior high and high school evaluation, questionnaires, and teacher opinion survey. Chapter 3 describes the development and implementation of the career awareness component for the three project years. In Chapter 4 the two career exploration workshops are described and information is provided about the first year of implementation, the model city concept, and the refinement activities of the final year. Chapter 5 presents information about the summer career preparation workshop, the career education lab, and the modular learning stations. Procedures for program modification and recommendations for the elementary, junior, and high school levels are presented in Chapters 6 and 7. A final chapter discusses career education media and production of a career quiz. Monthly progress reports are appended along with definitions of terms for teacher observations of students. (NJ)

ED 130 145 CE 008 981

Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System.

North Texas State Univ., Denton.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-313

Pub Date—Oct 75

Contract—30181

Note—44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, *Delivery Systems, *Feasibility Studies, *Inservice Teacher Education, Multimedia Instruction, *Program Evaluation, State Programs

Identifiers—Texas

The purpose of this project was to determine the effectiveness of a pilot element of a statewide delivery system for career education as a method for preparing secondary teachers to be effective agents of world of work economic education information dissemination and attitudinal change. The primary objectives were: (1) To develop a pilot element of a statewide delivery system for career education; (2) to develop, produce, and evaluate a teacher in-service training system utilizing audiovisual components; and (3) to develop an implementation program. Procedures and activities for the two project phases are described in the report. Phase 1 involved the development of the pilot delivery system while Phase 2 was concerned with the implementation and evaluation. A quasi-experimental research design was employed with a sample of 30 teachers. It was found that pupils of teachers participating in the program did not evidence more understanding of the world of work, but did experience a greater increase in positive attitudes toward productivity and motivation than did pupils of nonparticipating teachers. These findings suggest that project objectives were met and that an effective delivery system can be developed. Appended to the report are materials related to the in-service program. (Author/NJ)

ED 130 148 CE 009 019

Employment by Industry in Ohio Counties, 1940-1970.

Ohio State Bureau of Employment Services, Columbus.

Report No.—VT-103-351

Pub Date—Jun 76

Note—95p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Census Figures, *Employment Statistics, Industry, Occupations, State Surveys, *Tables (Data)

Identifiers—*Ohio

These 89 tables present total employment in Ohio (civilian and military) and in each of its 88 counties from 1940 to 1970 as tabulated by the Bureau of Census. Each table indicates the number employed and the percent of the total employed for 1940, 1950, 1960, and 1970 in the following industries: Agriculture, forestry, and fisheries; mining; contract construction; manufacturing; transportation and utilities; wholesale and trade; finance, insurance, and real estate; services; public administration; and armed forces. In Ohio as a whole, total employment increased 30.8% from 1940 to 1950, 14.8% from 1950-1960, and 17.1% from 1960 to 1970, an overall gain of 75.9% from 1940 to 1970. Six industries showed absolute decline: Agriculture, mining, textile mill products, apparel, railroad transportation, and private households. Agriculture, forestry, and fisheries; mining; contract construction; manufacturing; and transportation and utilities declined in their relative shares of total employment from 1950, while the remaining sectors increased their relative shares. (Author/NJ)

ED 130 149 CE 009 020

Thoresen, Carl E. Ewart, Craig K.

Careers, Counseling, and Control.

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Report No.—VT-103-352

Pub Date—[75]

Note—46p.; For related papers, see CE 009 021-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Science Research, *Career Choice, Decision Making, Models, *Research Needs, Theories, *Vocational Counseling, *Vocational Development

This paper describes and analyzes current research in career development, suggests further issues for investigation, and offers recommendations for research based on social learning theory and self-control techniques which would result in a self-management approach to career decisions. A decision-making model of career choice similar to the scientific method is presented with suggestions for counselor implementation. From the viewpoint of the counselor's role as one of helping clients to engineer their own decisions, some practical knowledge requirements are identified as guides to needed research. The kinds of questions and methods currently pursued in career research are briefly reviewed and their limitations and possibilities are examined. The career development theories of Holland and Super are described along with typical research questions, methods, and overall results. The social learning model of career selection formulated by Krumboltz is outlined with suggestions for counselor implementation and research possibilities. As a conceptual basis for experimental studies on career relevant behavior, a self-control framework is proposed and the four areas of commitment, awareness, environment, and consequences are discussed as each relates to career issues. A discussion of research needs poses questions about self-control techniques which merit further investigation. (NJ)

ED 130 150 CE 009 021

Venn, Grant

An Analysis of Vocational Education R and D Policies from Three Perspectives.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-353

Pub Date—7 Jul 75

Note—33p.; For related papers, see CE 009 020-026, CE 009 028-035, and ED 112 155. Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Change, Educational Legislation, Educational Objectives, *Educational Policy, *Educational Research, *Educational Trends, Federal Programs, Federal State Relationship, *Program Effectiveness, Research Problems, Research Projects, *Research Utilization, State of the Art Reviews, *Vocational Education

Identifiers—United States

Before presenting an analysis of vocational research and development during the last decade, an overview is given of educational research and development in general and its relationship to society and societal changes. The author's ideas are offered from different perspectives: As an educational administrator, a federal program administrator, a consultant to local school districts, and professor. Legislative and administrative policies are reviewed and objectives of the Office of Education for Vocational Education Research and Development are discussed. An analysis is made of vocational education research and development program goals addressing the questions of priorities, priority establishment, problems, voids, and sustained inquiry. Also discussed is the impact of federal policy and funding for vocational education research and development on state organization, state administration, state policy, state priorities, and state program and project funding. Several specific conclusions are offered to support the position that vocational education research and development has not caused major changes in education to any great degree. Recommendations include specific procedures and processes for application of research and development, dissemination of results to policy makers and administrators, and greater expenditure for dissemination of evaluated results. (NJ)

ED 130 151 CE 009 022

Hu, Teh-Wei Stromsdorfer, Ernst W.

An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-354

Pub Date—Jul 75

Note—53p.; Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Demonstration Projects, Educational Research, *Evaluation Criteria, Federal Programs, Program Effectiveness, Research Methodology, *Research Problems, *Research Utilization, State of the Art Reviews, *Vocational Education

Identifiers—United States

The actual impact of research and demonstration projects in vocational education is evaluated. Criteria for a reliable research design are specified regarding sample size, sample selection, control groups, and economic and educational benefit and cost evaluation. The impact of research and demonstration projects is analyzed in the areas of curriculum, teacher education, learning processes, capital equipment and facilities, supportive services, and innovative input combinations. The actual contribution of these projects to vocational education is examined in two aspects: The characteristics of research and demonstration projects that satisfy the ideal criteria in actual implementation are discussed, and the extent to which educators and policy makers have made use of the research and demonstration projects is evaluated. The general conclusion is that although some demonstration projects have helped modify or improve instruction techniques, limitations still exist: (1) Lack of adequate research design or evaluation methodology, (2) abundance of descriptive studies, (3) weakness in survey technique, and (4) weakness of impact due to small sample size, limited population, or triviality of problem tested. A table displays a sampling of a variety of projects funded under Parts C, D, and I of the vocational education amendments. (NJ)

ED 130 152 CE 009 023

Strong, Merle E. Jarosik, Daniel

The Status of Research Capability in Vocational Education Research and Development.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-355

Pub Date—75

Note—19p.; Not available in hard copy due to marginal reproducibility of the original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Development, *Educational Legislation, *Educational Research, Educational Trends, *Federal Legislation, *Government Role, Program Effectiveness, Program Improvement, Research Needs, *Vocational Education

Identifiers—United States

The thesis of this paper is that vocational education and the persons it espouses to serve deserve the potential benefits of research and development which are not being maximized at the present time. Following a brief summary of vocational education legislation, the general efficiency and ability of the research and development program is critically reviewed in terms of policies, personnel, and coordination. Factors that inhibit optimum research and development are: (1) Lack of adequate numbers of trained vocational education researchers, (2) lack of confidence in vocational educators by the U. S. Commissioner of Education, (3) problems in developing an organization structure for research, (4) lack of long-range priorities and planning mechanisms, (5) continuous reorganization within the Department of Health, Education, and Welfare, (6) magnitude and continuity of funding, (7) lack of "hard money" research positions, (8) expectations of research, and (9) money siphoned off to support other activities. Five conditions are described which, if met, would contribute substantially to a more effective research and development program. (Author/RG)

ED 130 153 CE 009 024

Bice, Garry R.

An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts.

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Report No.—VT-103-356

Pub Date—Jul 75

Note—29p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Educational Development, *Educational Research, Federal Programs, *Information Dissemination, Information Utilization, Research Coordinating Units, *Research Utilization, State of the Art Reviews, *Vocational Education

The interrelationships and problems areas existent in the dissemination and utilization of the results of research and development efforts in vocational education are explored. The problem areas relate to the responsibilities of the various education agencies, the specificity and types of information or products to be disseminated, target audiences, dissemination techniques, and documentation of utilization. Recommendations offered to alleviate some of the problems are: (1) Develop a taxonomy for identifying and describing research results, (2) define target audiences and their specific information needs, (3) analyze personal and socio-psychological factors involved, (4) develop a process for evaluation of research before dissemination, (5) reexamine procedures for inclusion in information systems, (6) implement a system of regional centers responsible for dissemination and utilization, (7) reexamine federal and state policy, and (8) explore alternative delivery systems for encouraging utilization. A bibliography is included. (RG)

ED 130 154 CE 009 025

Simpson, Elizabeth Jane

Curriculum Development in Vocational-Technical Education: The Part I Program.

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Report No.—VT-103-357

Pub Date—[75]

Note—25p.; Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum Development, *Federal Programs, Financial Support, Historical Reviews, *Needs Assessment, Occupational Clusters, Program Descriptions, Program Evaluation, *Program Improvement, *Vocational Education

Identifiers—*Vocational Education Amendments 1968

This paper summarizes the purposes, history, and funding history of the curriculum development program which is Part I of the Vocational Education Amendments, describes the major categories of the program effort, and offers recommendations for the future of the program. Problems in career development and management at the national level which have served as one basis for decisions about the Part I program are identified. In the historical summary of the program, the following topics are covered: Funding mode, the curriculum development branch, nature of funding awards, establishment of priorities, funding procedures, alternative funding modes, and monitoring of Part I projects. Brief descriptions of the 15 major occupational cluster curriculum projects funded under Part I appear with a table showing the distribution of Part I funds by occupational cluster for fiscal years 1971-1974. Recommendations for the future of the program are included. (NJ)

ED 130 155 CE 009 026

Schaefer, Carl J.

Helter-Skelter: Vocational Education R & D.

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Report No.—VT-103-358

Pub Date—15 Jun 75

Note—34p.; Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-025, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Role, Educational Legislation, Educational Policy, *Educational Research, Federal Legislation, Federal Programs, *Needs Assessment, Research and Development Centers, *Research Needs, *State of the Art Reviews, *Vocational Education

Identifiers—United States

This paper focuses on the federal efforts in vocational research and development (R&D) of the last decade, reviewing major accomplishments, speculating on possible misdirections, and recommending directions for the future. The administration of vocational R&D is briefly described and a historical overview is presented of federal efforts from the passage of the vocational act of 1963 to the present status of funding. In addition to the administration's major accomplishment of providing visibility for vocational R&D, several specific accomplishments are enumerated, most of which indicate that the emphasis has been on developmental rather than on basic research. In speculating on possible alternatives to past directions, the change in emphasis from research to developmental priorities is traced from the point of view that the haste to operationalize has seriously decelerated vocational research efforts, channeling research monies into programmatic efforts and failing to engage in interdisciplinary research for a long enough period of time. In addressing the problem of how best to utilize the existing vocational research and development system for improvement, the author argues for more basic research to solve the sociological, psychological, and economic problems encountered in vocational education. An appeal is also made to the two national centers to return to their original mission of vocational R&D, and to the research coordinating units to focus more on research coordination. (NJ)

ED 130 156 CE 009 028

Pucinski, Roman

Vocational Research and Development: Key to Survival in America's Third Century.

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Report No.—VT-103-360

Pub Date—[75]

Note—13p.; For related papers see CE 009 020-026, CE 009 029-035, and ED 112 155

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Curriculum Development, Educational Needs, *Educational Policy, *Educational Research, Manpower Needs, Planning, *Research Needs, *Vocational Education

A primary rationale presented for the continuance of vocational research and development is that major technological changes will require the development of curriculum programs to meet the changing needs of industry as new job skills continue to emerge. Additional factors that challenge vocational research are the development of marketable skills for all high school students whether or not they plan to continue their education; retraining of the unemployed; the provision of opportunities for women, the disadvantaged, and handicapped; effective guidance and counseling programs; and the development of statewide management information systems. (RG)

ED 130 157 CE 009 029

Blake, Joseph F.

Dissemination of Research and Development Products and Results in Vocational Education.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-361

Pub Date—Aug 75

Note—60p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Programs, *Federal Programs, Information Centers, *Information Dissemination, Information Networks, *Information Utilization, *State of the Art Reviews, *Vocational Education

Identifiers—Educational Resources Information Center, ERIC, ERIC Clearinghouse in Career Education, ERIC Clearinghouse on Vocational Education, Pennsylvania, Tennessee, United States

This paper describes some of the systematic efforts used in the last decade for disseminating the products of research and development in vocational education and provides suggestions for dealing with problems and issues to facilitate the movement of information resources from producers to consumers. The paper: (1) Traces the history and role of the Educational Resources Information Center (ERIC) in the dissemination of information in vocational education; (2) reviews the efforts and activities of the Center for Vocational Education (CVE) at The Ohio State University in operating the ERIC Clearinghouse; and (3) describes the scope and purposes of the ERIC Clearinghouse on Career Education along with some recent observations on the Center's operation while at Northern Illinois University. The role of AIM/ARM (Abstracts of Instructional Materials/Abstracts of Research Materials) in vocational education information dissemination is described, including the history, goals, funding, and accomplishments of its decade of operation. The state dissemination systems of Tennessee and Pennsylvania are described in detail. Also included are a discussion of the utilization of research and development products and results, a sampling of current projects funded under Parts C, D, and I of the Vocational Education Amendments, and suggestions for more systematic ways to assess the impact of research and development efforts. (NJ)

ED 130 158 CE 009 030

Brickell, Henry M.

A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-362

Pub Date—Aug 75

Note—41p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Educational Development, *Educational Policy, *Educational Research, Educational Trends, Federal Government, Federal Programs, *Futures (of Society), Models, *Policy Formation, *Program Improvement, Public Policy, Research Utilization, *Trend Analysis, *Vocational Education

Identifiers—VERD, Vocational Education Research and Development

Based on the experience of the past, current viewpoints, and opinions about the future as conceived by the Committee on Vocational Education Research and Development (COVERD), this paper explains a framework for considering alternative policy options and discusses the relationships among the social environment, status and trends in vocational education, and federal policy options for conducting Vocational Education Research and Development (VERD). Policy options for federally supported VERD are profiled on the dimensions of control, funding, performers, continuity, standards, functions, program areas, occupational focus, and populations, institutions, and demographic settings served. Included also are illustrative generalizations and a tabled schematic display of a number of general propositions about the relation between federal policy options and their outcomes for the quality of VERD findings and products, their effect on building capacity, the utility of findings and products, and the consequent political support for VERD. Appended is a schematic model for Project Baseline that provides for an analysis of both VERD processes and impacts. The model is described in a cumulative series of five figures using a combination of actual and hypothetical data. (NJ)

ED 130 159 CE 009 031

Bushnell, David S.

Policy Alternatives in the Evaluation of Vocational Education.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-363

Pub Date—Aug 75

Note—39p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Educational Interest, Educational Legislation, *Educational Policy, Federal Legislation, Labor Market, *Policy Formation, *Program Evaluation, Public Policy, Socioeconomic Influences, *State of the Art Reviews, Trend Analysis, *Vocational Education

Identifiers—United States

This paper describes the formal and informal processes used to evaluate vocational education programs, examines their impact on appropriations, priorities, and policy recommendations, and addresses the question of what policy options for vocational education Congress ought to consider as it confronts legislative renewal. Several criteria are suggested for policy research, which is defined as the study of empirical relationships between dependent variables of high policy relevance and independent variables amenable to manipulation and control. Current socio-economic developments considered important in planning for vocational education programs are described. These involve the change in the role of workers and in work values, the rise of job competition, dehumanization of work, and unequal distribution of wealth. The employment outlook through the 1970's is briefly reviewed and major trends are identified. The potential effect of such developments on vocational education is traced through the various legislative programs and decision-making structures of the past, and the application of various evaluation strategies to policy recommendations is analyzed. In examining how social and economic changes are reflected in vocational education policy, the recent emphasis on educational equity is traced as a take-off point for discussion of vocational education policy deliberations at local, state, and federal levels. (NJ)

ED 130 160 CE 009 032

Hamilton, Phyllis D.

Vocational Education Research and Development for Ethnic Minority Students.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-364

Pub Date—1 Aug 75

Note—70p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Disadvantaged Youth, Dropouts, *Educational Research, Elementary School Students, Elementary Secondary Education, *Ethnic Groups, Junior High School Students, *Minority Groups, Needs Assessment, Post Secondary Education, *Research Needs, Secondary School Students, State of the Art Reviews, *Vocational Education

Vocational education research in minority group needs is examined in relation to its congruence with past directions and future trends in the larger social science research establishment. An overview of research conducted since the Vocational Education Amendments of 1963 is presented, with a subsequent description organized according to the needs of ethnic students at different educational levels. Among the conclusions resulting from this review of research are these: (1) The little research directed to needs of ethnic minority students has been underutilized; (2) the research was based on a social pathology model of cultural deficit and on stereotypes of cultural disadvantage without identifying positive attributes; (3) a negative self-concept was seen as the biggest block to motivation; and (4) staff attitudes and behaviors are critical variables in providing effective training. The paper reviews some discernible research trends with positive directions for the future of ethnic minority students, particularly research based on the concept of bioculturalism. Finally, eight questions are presented which need to be addressed by future vocational education research targeted to minority needs. These questions involve interdisciplinary research, equal access to higher education, teacher expectations and effectiveness, the use of paraprofessionals and tutors, and community involvement. (NJ)

ED 130 161 CE 009 033

Herr, Edwin L.

Guidance and Counseling, Vocational Education, Research and Development.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-365

Pub Date—[75]

Note—74p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Educational Research, Educational Trends, *Guidance Counseling, Historical Reviews, *Interprofessional Relationship, Needs Assessment, Program Improvement, *Research Needs, State of the Art Reviews, *Vocational Counseling, Vocational Development, *Vocational Education

This paper examines the relationships among guidance and counseling, vocational education, and research and development historically, currently, and in terms of future possibilities. The evolution of change is traced from the beginnings of the century (when guidance and counseling, then vocational guidance, was joined with vocational education in responding to the social and manpower needs of the day) to the present situation in which vocational educators and guidance and counseling personnel differ on the emphasis of occupational preparation and manpower responsibilities versus the broadly conceived concept of personal competence in self-awareness and decision-making. Suggestions are offered for ways to narrow the gap between vocational guidance and vocational education by broadening the view of guidance to include a concern for decision-making, self-concept, life styles, values, and leisure. Some of the significant research and development efforts of the last decade are discussed including career development theory, computer-based systems, specification of goals and objectives, measurement of career development, and exemplary projects and programs funded under Part D of the Vocational Education Amendments. Finally, an inventory of future research and development needs outlines some problem areas and suggests research directions for vocational guidance. (NJ)

ED 130 162 CE 009 034

Kaufman, Jacob J.

Human Resource Development and Vocational Education.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-366

Pub Date—May 75

Note—86p.; Not available in hard copy due to marginal reproducibility of original document. For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Policy, Employee Attitudes, *Human Resources, Interdisciplinary Approach, Labor Force, Labor Market, Labor Supply, *Manpower Development, *Manpower Utilization, Research, *Research Needs, Social Change, State of the Art Reviews, *Vocational Education, Work Environment

Certain structural changes which are taking place in the labor market and in society are examined in an effort to identify the areas of research in human resources to which vocational education could make a contribution. It is suggested that with improved research knowledge, social and behavioral scientists are beginning to recognize that there is more to human resources development than skill training. The need to develop an interdisciplinary approach to research in the human resources field is discussed from the point of view that vocational education has tended to ignore the need for and contributions of other social and behavioral sciences in the development of a vocational education curriculum. Certain structural changes taking place in the labor market are discussed–changes to which, in the author's view, vocational education has not satisfactorily responded. The need to reallocate educational resources is argued with suggestions offered for redesigning vocational education. Finally, the need to expand activities in the area of assessment of educational programs is presented as well as the need for more educational planning. (NJ)

ED 130 163 CE 009 035

Kievit, Mary Bach

Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—VT-103-367

Pub Date—[75]

Note—57p.; For related papers see CE 009 020-026, CE 009 028-034, and ED 112 155

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavior Change, *Change Agents, *Educational Change, Educational Development, Educational Innovation, *Educational Research, Literature Reviews, *Research Utilization, Surveys, *Teacher Behavior, Teacher Education, Teacher Response, *Vocational Education

With particular attention to vocational research and development, this study reviewed the literature to obtain information on the factors or influences causing teachers to change practices. Research and development in vocational education was treated as an independent variable in an experimental research design with moderating variables of product characteristics, dissemination efforts, teacher education, work context, and teacher characteristics. The sources of information included a number of reviews of research, research monographs, and expert opinion statements. Very limited empirically derived evidence was found regarding the extent to which vocational research and development has influenced teachers to change practices. Speculation based on informed opinion concluded that: (l) The influence of curriculum development and distribution on teacher practice is relatively insignificant; (2) use of dissemination through institutes, workshops, and conferences is inadequate as an influence on teacher practice; (3) teacher education as a mode of dissemination is of negligible influence; and (4) teacher educators as disseminators of research and development are limited in influencing teachers to change practices. Possible explanations for the low return in terms of actual change of teacher practice are offered pertaining to organizational factors and to systems for analyzing the characteristics of educational innovations. (NJ)

ED 130 164 CE 009 049

A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.

Portland Public Schools, Oreg. Area III Office.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Report No.—VT-103-381

Pub Date—Mar 75

Contract—26-001-293

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Education, *Career Exploration, Community Resources, *Disadvantaged Youth, *Grade 7, *Grade 8, Junior High Schools, Language Arts, Program Descriptions, Reading Materials, Reading Skills, School Community Cooperation, *Student Developed Materials, Student Motivation

Identifiers—Oregon

A project was conducted to build motivation and increase language arts skills of disadvantaged students through involvement in a career exploration program. A class of 28 students reviewed career clusters and indicated their personal interest. Employed representatives from the community with backgrounds similar to the students' visited the classroom and discussed their roles, jobs, and responsibilities. Following the classroom visit, small groups of students visited the job sites of those who had visited the classroom. The students made notes and took pictures; these comments and photographs were then prepared as stories intended for compilation in booklet form for use by other students. Although the project was not completed in terms of developing the reading booklets and a subsequent evaluation, it was recommended that the process implemented for this type of direct experience be encouraged. (Author/RG)

ED 130 165 CE 009 063

Jaskowiak, Philip A.

Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed. Act 1968.

Norfolk Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-395

Pub Date—Jun 76

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Demonstration Programs, Federal Programs, *High School Students, *Job Placement, Program Descriptions, Program Evaluation, Secondary Education, Vocational Education

Identifiers—Norfolk City Schools VA, Virginia (Norfolk)

Described in this report is a job placement exemplary project conducted at Maury High School in Norfolk, Virginia from 1973 to 1976. Goals of the project were to provide placement services to all students seeking part-time, temporary, or full-time employment. Procedures included organization of the administrative job placement office and development of procedures, methods, and systems for publicizing the program, registering students, and contacting employers. Developed procedures and systems are described in the report along with results given as number of students placed in part-time and full-time jobs, registered, or sent on interviews, number of dropouts placed, and number of work permits issued. A summary of a self-evaluation of major objectives and goals appears according to the following categories: Assess student needs and wants; identify employment opportunities; place students in part-time jobs; place graduates in jobs; place dropouts; coordinate pre-placement training; and public relations. Enclosures include project-developed forms and materials. (NJ)

ED 130 166 CE 009 068

Wircenski, J. L.

The Development and Field Test of an Objective Career Counseling Instrument. Final Report.

Education Service Center Region 17, Lubbock, Tex.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Jun 76

Note—63p.; Not available in hard copy due to marginal reproducibility of original document. For a related document see CE 008 903

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Diagnosis, *Evaluation Methods, Identification, Material Development, *Measurement Instruments, Rating Scales, Secondary Education, *Student Evaluation, *Student Placement, *Vocational Counseling, Vocational Development, *Vocational Education

In an effort to develop stronger guidance and counseling programs for vocational education, career counseling instruments were designed to objectively record and relate all variables which guidance personnel and vocational teachers normally evaluate as they interview and counsel students for program placement (one instrument for each of four programs representing four different service areas). The instruments were then field tested at four geographic sites in vocational service areas which have traditionally been in high demand. Data collected produced findings in four areas: (1) Correlations between the instrument's prediction and instructor's prediction of student job placement, (2) correlations between the instrument's prediction and guidance counselors' prediction of student job placement, (3) correlation between two similar career counseling instruments and the instructor's prediction, and (4) results of field testing the counselor handbook. Based on the correlation scores, it was concluded that the instruments are excellent predictors of student job placement. Guidance counselors also appeared to have very little difficulty in using the handbook to develop instruments. A bibliography, correspondence, the 15 revised career counseling instruments developed, and sample forms are included in the document. (RG)

ED 131 186 CE 007 502

Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.

Camil Associates, Inc., Philadelphia, Pa.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Pub Date—31 Dec 75

Contract—20-42-74-34

Note—210p.; For a related document, see CE 007 503

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Economic Research, Employee Attitudes, *Employer Attitudes, Employers, Employment, Employment Opportunities, *Employment Programs, *Employment Services, Employment Statistics, Job Applicants, *Job Placement, Job Search Methods, *Labor Market, National Surveys, Personnel Selection, Program Evaluation, Recruitment, Referral, Unemployment, Urban Areas

Identifiers—*Employment Service, *United States

United States Employment Service (ES) characteristics related to recruitment and job search activities in 20 middle-sized American cities from July through December 1974 are described in this report based on interviews with approximately 600 employers and 2,000 job seekers. Part 1 covers employer recruitment and job search, focusing on the role of the ES. Part 2 covers the experiences, attitudes, and perceptions about the ES of user and non-user employers. A brief glossary of terms and expressions used in the report is included, as well as a 37-page precis of all principal findings. Findings presented include these: That the ES places high among formal methods used by job seekers; that it generally satisfies the needs of those who use it; and that among non-users, the reasons have more to do with the ease with which they find workers or jobs than with negative opinions. It is suggested that with an improved method to match those job seekers and employers who traditionally use the ES, a significant improvement in ES placements could be obtained without a corresponding increase in listings or applicants. Some tables are included in the text; the majority, along with the study design and methods, are in Volume 2, (the appendixes of this report). (TA)

ED 131 189 CE 007 534

Less-Than-Baccalaureate Level Technical Education Program in Four-Year Public Colleges and Universities.

Eastern Kentucky Univ., Richmond.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date—22 Jan 76

Note—42p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, D.C. 20036; or the National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Suite 710, Washington, D. C. 20036

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Associate Degrees, College Programs, Educational Trends, National Surveys, Post Secondary Education, *Program Development, *State Colleges, Student Enrollment, Tables (Data), *Technical Education, *Universities

Identifiers—United States

Four-year state colleges and universities belonging to the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land Grant Colleges (NASULGC) participated in a national survey used to gather information concerning the involvement of such institutions in less-than-baccalaureate level technical education. Data for the study were collected from the presidents of each of 429 institutions through the use of information forms pertaining to both off-campus and on-campus programs. Analysis of the data indicated that (1) member institutions of AASCU and NASULGC are involved to a considerable extent in less-than-baccalaureate technical programs, and their involvement increased sharply during the period 1967-71 and again by 1975, (2) the less-than-baccalaureate programs offered in the participating institutions were mainly 2-year programs as are those programs currently in the planning stage, and (3) the most significant trend in the development of less-than-baccalaureate level technical programs continues to be the very sharp increase in both the number of programs offered and the student enrollment in these programs. Fourteen supplementary tables are included. (TA)

ED 131 190 CE 007 551

A Project to Determine Teaching Content. Final Report.

Middle Tennessee State Univ., Murfreesboro.

Spons Agency—Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Report No.—VT-103-377

Pub Date—[76]

Note—139p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Attitudes, Administrator Education, Conferences, Surveys, *Task Analysis, *Vocational Directors, Vocational Education

The purposes of this study were to identify specific tasks performed and information needed by vocational education administrative personnel in Tennessee, and to explore innovative approaches for utilizing this information in staff development activities. Each of the three administrator groups participated in a conference to identify tasks performed and information needed for vocational administrators. The resultant list was mailed to all members of each appropriate group in Tennessee who were to rate the items in terms of importance and frequency of performance. The report describes the procedures utilized in developing the lists, presents the lists and related information identified for each of the three administrative groups, and summarizes the reactions of vocational administrators throughout Tennessee with regard to the importance and frequency of performance of each task or item of information. The report also describes the conference conducted to develop methods for training new vocational administrators and existing personnel, utilizing the newly acquired information from the previous conference and survey. One-half of the report consists of appendixes containing lists of conference participants, conference and survey related materials, sample survey forms, and conference evaluation forms. (NJ)

ED 131 191 CE 007 552

Minimum Levels of Technical Competency Standards of Business and Office Education Programs in Nebraska. Final Report. June 1, 1973-May 31, 1974.

Kearney State Coll., Nebr.

Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[74]

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Accounting, Business Administration, *Business Education, *Business Skills, Business Subjects, Communication Skills, *Job Skills, *Occupational Information, *Office Occupations Education, Resource Materials, Secondary Education, Teaching Guides, Typewriting

Identifiers—Nebraska

Aims and objectives of business and office education are discussed in preface to six guides intended to assist business teachers in planning learning activities and developing strategies to prepare students for entry level positions. These guides are presented for the following areas: (1) Accounting and computing, (2) filing, office machines, and general office clerical, (3) information communication, (4) stenographic, secretarial, and related, (5) supervisory and administrative management, and (6) typing and related. The guides can be used independently as a self-contained document, or in conjunction with other school objectives or class programs; however they do not include teaching method materials or evaluation. Each guide contains a U.S. Office of Education classification number, a description of work activities, general worker requirements, and competencies identified as necessary for the particular area. Bibliographies, citing references relevant to business and office education curriculum development, are appended. (TA)

ED 131 192 CE 007 605

Moore, Brian E.

Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.

Office of Civilian Manpower Management (Navy), Washington, D.C.Texas Univ., Austin.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—OCMM-RR-25

Pub Date—Apr 76

Contract—N-00014-75-00616

Note—85p.; Exhibit 1 (Geneology of Work Design) on page 3 may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Ladders, Cluster Grouping, Computer Oriented Programs, *Evaluation, Information Processing, Information Systems, *Job Analysis, Job Development, Manpower Development, *Manpower Utilization, *Occupational Information, State of the Art Reviews, *Task Analysis

Identifiers—CODAP, Comprehensive Occupational Data Analysis Programs, Models for Organization Design and Staffing, MODS, *Task Inventories

A review of the issues concerning the field of occupational analysis was undertaken in order to indicate the comparative strengths and weaknesses of the task inventory (TI). Specifically, the significance of the TI was assessed for reliability and validity, job analysis and evaluation, occupational restructuring and career ladder development, and manpower planning. Particular attention is placed on the Comprehensive Occupational Data Analysis Programs (CODAP) originally developed by the Air Force as it is applied in the Navy civilian Models for Organization Design and Staffing (MODS) system. The TI/CODAP was found to produce accurate, reliable, and comprehensive job data. Personnel assignment modelling was discussed as a special adaptation of the TI. The creation of a comprehensive and exhaustive person/position data file was combined with low cost, accuracy of assignment, and computerized speed. In sum, the relevance, utility, and comprehensiveness of the TI/CODAP seems to offer a significant step forward over other forms of occupational analysis. (TA)

ED 131 193 CE 007 612

Browning, Harley L. Singelmann, Joachim

The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.

Texas Univ., Austin. Population Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-48-73-45-1

Pub Date—30 Jun 75

Contract—DL-21-48-73-45

Note—342p.

Available from—National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Classification, *Employment, *Employment Patterns, Employment Statistics, *Employment Trends, Equal Opportunities (Jobs), Females, Human Resources, Industrial Personnel, *Industrial Structure, Job Satisfaction, *Labor Conditions, Labor Demands, Labor Economics, Labor Market, Males, Manpower Utilization, Minority Groups, Occupational Mobility, *Organizational Change, Population Trends, Social Indicators, Statistical Analysis

Sectoral transformation (inter-industry shifts), which is generally analyzed by use of the Fisher-Clark tri-partite division, is examined in this study dealing mainly with the 1960-1970 decade and based on the 1/100 sample of the 1960 and 1970 censuses. (The Fisher-Clark tri-partite division of labor involves a primary sector–agriculture, mining, fishing, forestry; secondary sector–manufacturing, construction, and utilities; and tertiary sector–transportation, commerce, and services.) A new six-sector industry classification scheme is presented to increase the meaningfulness of the tertiary sector, which previously has been a residual category. The six sectors are extractive, transformative, distributive services, producer services, social services, and personal services. Attention is centered on these issues: (1) Identifying the industry structure and tracing its transformation, (2) who is employed in what sectors and industries, and (3) important consequences of sectoral transformation. The first issue is addressed in the chapters on long-term trends (1870-1970) of the sectoral transformation (II), work scheduling and stability of employment (III), age structure and industry change (IV) and the interrelation of industry and occupation (V). The second issue takes up the industry position of females (VI), and the position of Blacks and Mexican Americans in comparison with Anglos in industry and occupational structure (VII). The third issue is covered in the discussion of earnings inequality and the relative merits of the sector model and the human capital model (VIII). The final chapter (IX) addresses a number of sociological implications of the movement to the service economy. Some policy implications of this research are included. (NTIS/TA)

ED 131 194 CE 007 644

Hinrichs, Roy S., Comp. Stone, Gary A., Comp.

Sources of Information–Vocational Programs for the Handicapped.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—82p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Educational Research, *Handicapped, Handicapped Students, Instructional Materials, Literature Reviews, *Mentally Handicapped, *Physically Handicapped, Research Reviews (Publications), Resource Materials, State of the Art Reviews, State Programs, *Vocational Education

Literature cited in this bibliography is the result of a search of the AIM/ARM (Abstracts of Instructional Materials/Abstracts of Research Materials) data base, which yielded over 100 citations reporting state-of-the-art views of vocational training for the mentally and/or physically handicapped. Literature dated before 1970 is omitted. Each entry includes a classification number (VT number), date, title, institutional source, number of pages, availability, indexing terms, and an abstract. Information on how to order original documents or full text reproductions is appended. (TA)

ED 131 195 CE 007 653

Maher, Sheila M.

SAVE* Your Schools *(Strategies to Achieve Vocational Equality).

Human Resources Management, Inc., Washignton, D.C.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—15 Apr 76

Contract—300-76-0061

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Bias, *Career Education, Directories, Instructional Materials, Material Development, Nondiscriminatory Education, *Research Projects, *Sex Discrimination, *Sex Stereotypes, Social Attitudes, *Vocational Education

In a project to review and analyze successful strategies to eliminate sex bias in vocational education, five basic approaches were derived from an analysis of the goals and objectives of relevant projects: (1) Increasing career awareness, (2) recruitment to non-traditional training, (3) conferences to increase commitment, concern, and activities, (4) materials development, and (5) materials review and revision. This report lists four to six projects under each category (with project directors, addresses, and phone numbers) and provides a brief summary of strategies for each type of project. (HD)

ED 131 198 CE 007 706

Joure, Sylvia A. And Others

Dogmatism As a Predictor of Effective Supervisory Skills.

Pub Date—Mar 75

Note—7p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (21st, Atlanta, Ga., March, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Authoritarianism, *Dogmatism, Individual Characteristics, *Industrial Personnel, *Interpersonal Competence, Personality Assessment, Personality Development, Personality Studies, Personality Tests, Personality Theories, Personnel Evaluation, *Self Concept, *Supervisors, Supervisory Activities, *Work Attitudes

Forty-seven male chemical industry foremen in the New Orleans, Louisiana area were given a battery of tests to determine the effects of dogmatism on supervisor-subordinate relationships. The battery of tests administered included form E of the Rokeach's dogmatism scale, the Cattell Sixteen Personality Factor Questionnaire, and six other tests which measure skill competencies. Validity coefficients between these predictors and objective and subjective criteria of success were computed and the "good" and "poor" foremen were compared using Cattell's profile analysis technique. Major findings, using Rokeach's dogmatism scale, significantly differentiated "good" and "poor" foremen as defined by the objective criterion of union grievances. The "good" foremen had a lower frequency of first-step grievances initiated by their subordinates than did the "poor" foremen. This differentiation was supported by Cattell's 16 PF (personality factor) ratings, in which the "good" (low dogmatic) foremen were shown to be significantly more tough-minded, more self-confident, and more trusting than their less effective counterparts. These findings suggest that Rokeach's dogmatism scale may be used effectively in applied settings. (TA)

ED 131 199 CE 007 710

Lee, Jasper S., Comp.

A Reference Unit on Understanding the Role of Research and Education in Agriculture. Agriculture and Natural Resources Series. Publication 1016.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date—74

Note—35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Research Projects, *Agriculture, Farmers, *Federal Legislation, Government Role, Instructional Materials, Organizations (Groups), Periodicals, *Research, Secondary Education, State Legislation, Units of Study (Subject Fields)

On the premise that all persons with agricultural careers will be better able to function if they have at least an elementary knowledge of how agricultural research and education and farmer organizations came into being and what their roles are in modern agriculture, this unit is designed to aid in understanding the nature and importance of agricultural research and education. Each of the following questions is discussed in a short chapter: (1) What has been the role of volunteer agricultural societies? (2) What has been the role of Federal legislation? (3) What has been the role of state legislation? (4) What has been the role of farmer organizations? and (5) What has been the role of private industry? The appendix contains a listing of 92 regional and national agricultural magazines and a list of 16 sources of additional information. (WL)

ED 131 200 CE 007 727

Finch, Curtis And Others

Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—137p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Performance Based Teacher Education, Program Administration, *Program Development, Speeches, *Teacher Education, Vocational Education, *Vocational Education Teachers

Identifiers—Virginia

Designed to provide direction for those who contemplate establishing a competency-based program for vocational teachers, this monograph contains major papers developed for the Institute on Competency-Based Teacher Education for Virginia Vocational and Technical Teacher Educators held in Blacksburg, November 23-26, 1975. Also included are two papers developed after the institute was held. Titles and authors are (1) "The Challenge of Competency-Based Teacher Education" by Ruth D. Harris and Curtis R. Finch, (2) "Competency-Based Education: Status and Research" by W. Robert Houston, (3) "Instructional Materials for Competency-Based Teacher Education" by James B. Hamilton and Glenn E. Fardig, (4) "Delivering Teaching/Learning for Competency-Based Education" by Daniel E. Vogler, (5) "Writing Competency-Based Education Modules" by Daniel E. Vogler, (6) "Concerns in the Implementation of Competency-Based Teacher Education" by Martha Lee Blankenship, and (7) "Toward a Framework for Implementing Competency-Based Teacher Education" by Curtis R. Finch and Ruth D. Harris. (WL)

ED 131 201 CE 007 736

Human Resource Development: Technical Education's Challenge. Proceedings of the Annual National Clinic on Technical Education (12th, Spokane, Washington, March 26-28, 1975).

Washington State Community Coll. District 17, Spokane.

Spons Agency—American Technical Education Association, Inc., Delmar, N.Y.; American Vocational Association, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—75

Note—62p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Education, Conference Reports, Development, *Educational Planning, *Educational Responsibility, Futures (of Society), Health Education, *Human Resources, *Manpower Development, Manpower Needs, Speeches, State of the Art Reviews, *Technical Education, Technology, Workshops

Identifiers—Washington

Speeches and discussions are transcribed in this report, which also includes a listing of the American Technical Education Association (ATEA) committee members, exhibitors, officers, and directory of speakers. Speeches covered "Human Resource Development" by Gene Rutledge; "The Impact of Technical Education on Economic Development–the Mississippi Story" by Ben F. Epps; "Economics of Allied Health Education" by Ralph C. Kuhli; "Manpower Implications of Environmental Protection" by William F. Hagan; "Manpower Needs for Environmental Protection–Water" by Ed Foss; "Manpower Needs for Nuclear Energy" by B. W. Saterlee; and "Technical Education–State of the Art" by Arthur A. Binnie. Discussion areas covered educational facilities planning, metric conversion and technical education, CETA–implications for technical education, training minorities in technical education, industry based career education, developing manpower for nuclear technology, faculty development in technical education, growth areas in medical services, the need to identify human resources, technical education in the state of Washington, and marketing technical education. (TA)

ED 131 202 CE 007 737

Hardebeck, Richard J. And Others

Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.

Texas Education Agency, Austin. Div. of Occupational Research and Development.Texas Univ., Austin. Dept. of Educational Administration.

Pub Date—74

Note—143p.; Appendix A (pages 108-122 of the original document), containing two testing instruments for individualization of instruction, is copyrighted and therefore not available. It is not included in the pagination.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Classroom Observation Techniques, Classroom Research, Evaluation, *Individualized Instruction, Inservice Teaching, Instruction, *Lesson Observation Criteria, Measurement Techniques, *Observation, *Public School Teachers, *Self Evaluation, Special Education Teachers, Student Teacher Relationship, Tables (Data), *Teacher Behavior, Teaching Methods, Tutoring, Vocational Education Teachers

Identifiers—Texas

Observations by trained observers using the Descriptive Observation Record of Individualized Instruction were compiled on 335 teachers, who also completed a self-report of the Individualization of Instruction Inventory. Both inventory results were then examined with the purpose of determining the relationship between self-reports of the teachers and reports made by the trained observers, with this relationship having implications for inservice programs. The teachers' group was composed of 200 academic, 86 vocational, and 49 special education teachers from 20 school districts located near Austin, Texas. Major findings showed that (1) teachers' self-reports yielded higher scores than observer recorded scores; (2) discrepancies between scores derived from teachers' self-reports and observer-reported scores increased as the degree of individualization of instruction, reflected from observations, decreased; (3) scores derived from teachers' self-reports varied in a systematic way from observer-reported scores, which permitted the conversion of teacher self-reports into scores that were reasonable predictors of observer reported scores; (4) teachers who were observed to be individualizing instruction more tended to have more realistic perceptions than did teachers who were observed to be individualizing instruction less, and (5) teachers who were from districts which had offered inservice education in individualization in instruction seemed more enthusiastic as evidenced by invitations to view materials and student work. (TA)

ED 131 203 CE 007 873

Swanson, Robert S.

Industrial Arts: A Focus on Society's Need.

Pub Date—[76]

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Career Education, Curriculum Development, *Educational Needs, *Educational Responsibility, *Industrial Arts, *Industrial Education, Industrialization, *Social Environment, Socioeconomic Influences, Speeches, Student Teacher Relationship, Technological Advancement, Vocational Education

Industrial arts must consider its place in an environment which has changed in the past decade. It should be concerned with changes brought about by accelerating technological advances, increasing social problems, and the reappraisal of many personal values. Three important areas of thrust for industrial arts are (1) the study of industry, (2) career education, and (3) technological responsibility. The first thrust recognizes that industrial arts can provide a context in which to understand modern society, since industry is the vehicle through which technology is made available to all and is a dominant contributor to a high material standard of living. Industrial arts can play a part in career education (thrust two) because it can deal with many careers rather directly since the source of industrial arts content is the industrial world. The technological responsibility (thrust three) of industrial arts can be seen as providing the major educational element to focus extensive and intensive attention on technological/social problems and their solutions. Although industrial arts is a relatively recent addition to the curriculum, it has moved to a point of being capable of making significant contributions essential to survival. (TA)

ED 131 204 CE 007 876

Drewes, D. W. And Others

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1654
Note—145p.; For related documents see CE 007 876-880 ; Repeated copies of blank form "Additions and Comments..." have been removed and are not included in the pagination
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Classification, Community Agencies (Public), *Data Collection, Educational Needs, Educational Planning, *Information Needs, Information Processing, Information Seeking, *Information Storage, Local Government, *Needs Assessment, Public School Systems, State Departments of Education, *Vocational Education
Identifiers—Empirical Determination Natl Essential Educ Data, *Project EDNEED I

The primary data gathering instrument for Project EDNEED (Empirical Determination of Nationally Essential Educational Data) is contained in this second five-volume final report. The instrument consists of a list of questions and associated informational elements grouped into 18 files, and can provide a basis, used as a preliminary source book, for the development of vocational education information needs assessment studies at the state and local levels. File content and structure are addressed to public vocational education, covering only those students, curriculum, staff, property, and expenditures directly associated with public controlled vocational education. The files include the following categories: Vocational curriculum and instructional characteristics; vocational curriculum expenditures by activities, by local assignments, and by object; vocational student characteristics; characteristics of the vocational completer/early leaver; local education agency (LEA) vocational staff member characteristics; LEA vocational property characteristics; local school characteristics; LEA characteristics; characteristics of the LEA vocational service area; vocational education characteristics of the state education agency (SEA); SEA vocational expenditures by activities, by assignment, and by object; SEA vocational staff characteristics; SEA vocational property characteristics; and general characteristics of the state. Key definitions are appended. (TA)

ED 131 205 CE 007 877
Nerden, J. T. And Others
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume III. Project EDNEED Lexicon.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Contract—OEG-0-74-1654
Note—376p.; For related documents see CE 007 876-880
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors—Coordinate Indexes, *Definitions, Dictionaries, Educational Needs, Educational Planning, *Information Needs, *Information Utilization, Reference Books, *Vocational Education
Identifiers—Empirical Determination Natl Essential Educ Data, *Project EDNEED I

Designed for the exclusive purpose of accompanying the Project EDNEED (Empirical Determination of Nationally Essential Educational Data) classification document, this volume comprises the third of a five-volume final report. It provides uniform definitions for vocational education terms found in the EDNEED classification document, and aids in understanding information elements used in gathering and interpreting data for planning, organizing, implementing and evaluating vocational education programs. The format follows the 18 file categorical listing found in the classification document. (TA)

ED 131 206 CE 007 878
Porter, G. William And Others
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Contract—OEG-0-74-1654
Note—145p.; Several pages of the Findings and Recommendations section of the national project report will not reproduce well due to faint, broken type. For related documents see CE 007 876-880
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Agency Role, Community Agencies (Public), Conference Reports, Conferences, Data Analysis, Educational Needs, Information Dissemination, *Information Needs, Information Retrieval, Information Storage, *Information Systems, Local Government, *Needs Assessment, State Departments of Education, Systems Analysis, *Systems Development, *Vocational Education
Identifiers—Empirical Determination Natl Essential Educ Data, *Project EDNEED I

Reports of four Project EDNEED (Empirical Determination of Nationally Essential Educational Data) conferences are contained in this fourth volume of a five-volume final report: The national conference, state directors' mini-conference, mini-conference for local employer representatives, and the local administrators' conference. The purposes of the conferences were to (1) review and critique the questions and information elements in the "EDNEED Classification" document, (2) identify issues and problems associated with design, inauguration, and operation of a nationwide system of vocational education information, and (3) provide recommendations as to how the issues and problems identified can be resolved. Conference procedures, findings and recommendations, agendas, discussion guides, and participant lists are included for each conference. (TA) .

ED 131 207 CE 007 879
Drewes, D. W. And Others
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume V. Data Analysis: Procedures and Results. Project EDNEED I.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Contract—OEG-0-74-1654
Note—1,560p.; For related documents see CE 007 876-880
EDRS Price MF-$2.83 HC-$83.73 Plus Postage.
Descriptors—Classification, *Data Analysis, Information Processing, *Information Systems, *Program Evaluation, Tables (Data), *Vocational Education
Identifiers—Empirical Determination Natl Essential Educ Data, *Project EDNEED I

Detailed descriptions of the data analysis procedures used in Project EDNEED (Empirical Determination of Nationally Essential Educational Data) are contained in this volume, the last of a five-volume final report. Results of the application of procedures and a narrative interpretation of the results are included. Priority rankings of 323 questions found in the related "EDNEED Classification" document are arranged in 28 tables. For each of the 28 priority rankings, the following statistics are computed: (1) The mean rank of questions within each file, (2) the minimum rank and the maximum rank for questions within each file, (3) the range of the ranks within each file, (4) the rank order of the files ranked according to the mean rank of each file, and (5) the Kruskal-Wallis H statistic which is used to test the hypotheses that the files differ according to mean importance of questions. Appendix A provides an example of priority ranking procedures. Appendix B discusses the determination of weightings to be used in priority determination, and Appendix C contains tabular presentation of data questions prioritized by similarity index according to level and use. (TA)

ED 131 208 CE 007 880
Porter, G. William
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Contract—OEG-0-74-1654
Note—159p.; Several pages of the appendix (Source List) and of Table 1 (Questions Ranked by Similarity Index) may not reproduce well due to faint type. For related documents see CE 007 876-880
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Comprehensive Programs, Cost Effectiveness, Data Analysis, Educational Needs, Educational Planning, Information Dissemination, *Information Needs, Information Networks, Information Processing, *Information Services, *Information Systems, National Programs, *Needs Assessment, Program Development, *Systems Development, Use Studies, *Vocational Education
Identifiers—Empirical Determination Natl Essential Educ Data, *Project EDNEED I

Development of a basic information system for vocational education through Project EDNEED (Empirical Determination of Nationally Essential Educational Data) is summarized in this first volume of a five-volume final report. Objectives of the project were to (1) determine the extent to which selected data questions represent the vocational education informational needs of users at the national, state and local levels, (2) prioritize the data questions according to their degree of relative importance across levels and within levels by use of the categories of planning, operation, evaluation, finance and budgeting, reporting requirements, and public information, and (3) determine similarities in information needs across levels and use categories. Procedures for the four operational phases of the project are summarized along with brief descriptions of the accompanying volumes entitled "Project EDNEED Classification of Information"–Volume II; the EDNEED Lexicon–Volume III; Issues and Recommendations, Reports of Project EDNEED Conferences–Volume IV; and Data Analysis: Procedures and Results–Volume V. (Volumes II and III are products of the project; Volumes IV and V present detailed results of the project.) Interpretation of results are given and implications are discussed. A bibliography and a source list are appended. (TA)

ED 131 209 CE 007 889
Porter, G. William, Ed. And Others
Philosophy, Program Development and Implementation. Proceedings and Evaluation of the Annual National Conference for State Personnel Development Coordinators (5th, Arlington, Texas, January 26-28, 1976). Career and Vocational Education Professional Development Report No. 19.
North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEG-0-70-1978(725)
Note—122p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Administrator Education, Career Education, Conference Reports, Inservice Teacher Education, Manpower Development, Performance Based Teacher Education, *Program Administration, Program Descriptions, *Program Development, Speeches, Staff Improvement, *State Programs, *Teacher Education, Teacher Educator Education, *Vocational Education, Vocational Education Teachers
Identifiers—Arizona, Georgia, Illinois, Minnesota, Texas

The basic text (or, in some cases, an outline of the text) of the presentations taped at the conference for vocational education personnel coordinators constitute the major portion of this report. Titles are (1) A Philosophy for Personnel Development in Vocational Education, (2) Performance-Based Teacher Education for Vocational Teachers, (3) A Paradigm for State Personnel Development in Vocational Education, (4) Arizona State Personnel Development System (Outline), (5) The Illinois State Professional Development System, (6) Texas Exemplary Regional Project, (7) Region VIII Staff Development Workshop to Improve the Administration of Vocational Education, (8) Minnesota In-service Program for Vocational Teacher Educators, and (9) Georgia State Professional Development System. Small group summaries are also included along with a conference summary, conference evaluation, a copy of the agenda, list of participants (77) with addresses, and the conference evaluation form. (WL)

ED 131 210 CE 007 892

Career Education: Learning with a Purpose. Junior High/Secondary Guide.
State Fair Community Coll., Sedalia, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note—271p.; Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Business Education, Career Awareness, *Career Education, Curriculum Guides, English Curriculum, *High School Curriculum, Home Economics Education, Instructional Materials, Junior High Schools, *Learning Activities, Mass Media, Mathematics Curriculum, Music Education, Resource Materials, Science Units, Secondary Education, Social Studies Units, Student Projects, *Units of Study (Subject Fields)
Identifiers—*Career Education Project

Designed to supplement the existing curriculum at the junior high (grades 7-9) and secondary (grades 10-12) levels, this curriculum guide contains curriculum units to be used as models for fusing career education into the following areas: English, mathematics, science, and social studies (junior high); business, communications, French, home economics, mathematics, music, science, and social studies (secondary). Each teacher-developed unit is presented under the headings of objectives, procedures, resources and materials, evaluation, and comments on use. A listing of field trip sites and guest speakers for the Sedalia, Missouri area is appended. (TA)

ED 131 211 CE 007 893

Career Education: Learning with a Purpose (Elementary 5-6).
State Fair Community Coll., Sedalia, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—74
Note—410p.
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors—*Career Awareness, *Career Education, Curriculum Guides, Elementary Education, *Elementary School Curriculum, English Curriculum, Fine Arts, Instructional Materials, Intermediate Grades, *Learning Activities, Mathematics Curriculum, Occupational Information, Resource Materials, Science Units, Social Studies Units, Student Projects, *Units of Study (Subject Fields)
Identifiers—Missouri (Sedalia)

Designed to supplement the existing curriculum at the fifth and sixth grade levels, this curriculum guide contains activities for the following subject areas: Social studies, math, fine arts, science, and language arts. Each subject area includes units of study which provide information (in column form) on career related activities, resources, and evaluation/outcome. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, (4) and assist the student in finding out about himself as part of the preparation for decisionmaking. Audiovisual materials, sources of free career information, field trip procedures, and a list of guest speakers and field trip sites (for the Sedalia, Missouri area) are appended. (TA)

ED 131 212 CE 007 905

Hampson, Michael N. McCracken, J. David
Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date—76
Note—57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Agricultural Education, *Agricultural Occupations, *Animal Caretakers, Animal Science, Educational Research, *Job Analysis, *Job Skills, Occupational Information, Occupational Surveys, State Surveys, Tables (Data), *Task Analysis
Identifiers—Ohio

A study was conducted to identify the skills which are performed and essential for success in seven animal production and management (small animal care) occupations: animal health assistant, laboratory animal assistant, kennel worker, dog groomer, pet shop worker, stable worker, and zoo keeper. Specific objectives were (1) to develop and validate an initial task inventory, (2) to identify the specific tasks performed by workers, and (3) to determine the relative importance of the specific tasks to successful employment. An initial task inventory was constructed and validated. A sample of workers in the seven occupations was selected and data was collected from them and analyzed. The product is a list of 637 tasks, (grouped under 48 duty areas), each with a level of importance rating for each of the seven occupations. The report contains description of the methodology, data tables describing characteristics of the sample of 54 workers, the 37-page task list with importance ratings for each of the seven occupations, and a list of conclusions and recommendations for further research. (HD)

ED 131 213 CE 007 912

Shimberg, Benjamin
Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.
Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—Jul 76
Contract—DL-21-34-75-12
Note—107p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Administrative Policy, *Administrative Problems, *Cooperative Planning, *Credentials, *Employment Qualifications, *Government Role, Legislation, Material Development, Occupations, *Policy Formation, Professional Occupations, State Licensing Boards, State Standards, Tests

This report summarizes, and gives a full report, of a feasibility study involving a discussion of problems and issues related to occupational and professional regulation that took place during four regional conferences attended by nearly 100 officials from 30 states. Participants included state legislators, licensing administrators, attorneys general staff members, governors' aides, and consumer officials. Major problems and concerns emerging from the discussions covered eight broad topics: Proliferation of Licensure, Regulatory Boards, Accountability, Qualifications for Licensure, Testing for Competence, Continued Competence, Enforcement, and Protecting the Consumer. The major recommendation made from the insights gained during the conferences was that regulator improvement in the states would be substantially enhanced by the development of a handbook that would provide state officials with practical organizational and procedural guidance in both legislative and operational matters. A preliminary outline for the proposed handbook is included and illustrates administrative and legislative questions that the handbook might try to answer and problems for which solutions might be sought. A list of conference participants and sample worksheets used during the conference are appended. (HD)

ED 131 214 CE 008 131

Search and Rescue. Auxiliary Operational Specialty Course. Student Text.
Coast Guard, Washington, D.C.
Report No.—CG-AUX-497-1(74)
Pub Date—[74]
Note—79p.; Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administration, Armed Forces, Civil Defense, *Emergency Programs, Instructional Materials, *Master Plans, National Programs, *Rescue, Study Guides, Textbooks, Volunteers
Identifiers—Coast Guard, United States

This text, based on the National Search and Rescue (SAR) Plan, was prepared to provide a course of study on common procedures for SAR operations so that any basically qualified person in the U.S. Coast Guard Auxiliary can effectively accomplish a SAR mission and act as on-scene commander if required. There are 13 chapters: Introduction to Search and Rescue, The National SAR Plan, The Search and Rescue Incident, Rescue Coordination Center, SAR Facilities, Search and Rescue Planning, Search Area Coverage, Search Patterns, SAR Communications, SAR Seamanship, SAR Administration, Public Information and Legal Aspects of SAR, and SAR Drills. A glossary and supplementary graphs and tables are appended. It is noted that regulations, procedures, and policies that apply to SAR on a national basis are explained in detail, but that individual districts have established supplemental methods which should be considered in teaching this subject. (HD)

ED 131 215 CE 008 150

Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 76
Note—43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Community Education, *Community Programs, *Community Schools, *Program Effectiveness, Program Evaluation, Rural Areas, *State Programs, Success Factors, Urban Areas
Identifiers—*Exemplary Community Education Programs, *Michigan

A 55-item questionnaire was distributed to all of the Community School Programs in Michigan which were partially reimbursed by the State in 1975-76. Ninety-eight percent of the questionnaires were returned. Thirteen components existed in over 90% of the programs and are considered to be necessary for a viable Community School Program. The results of the study indicate that the necessary components for all Community Programs are (1) the Board supports community education by opening the school building, (2) the program attracts most segments of the community, (3) program activities are started as soon as possible after needs have been identified, (4) an advisory committee is formed which helps to determine needs, establish goals, and identify community resource, (5) the director regularly attends inservice, (6) the program establishes cooperative efforts with governmental agencies, volunteer and civic service organizations, and other educational institutions, (7) the program has activities in the summer, and (8) evaluation of the program is based to some extent on the data collected on participants. In addition, components which differentiate successful from unsuccessful programs were identified for programs located in rural areas, in urban areas, in existence for three to six years, and in existance for over six years. These components are listed in the report along with recommendations for further research in community education, recommendations for community education programs, and recommendations for the State Department of Education. Appended to the report are (1) prediction models for all programs, for those grouped urban-rural, and for those grouped on length of program and (2) the questionnaire used to gather data. (Author/JT)

ED 131 216 CE 008 172

Teaching Safety and Health in the Workplace. An Instructor's Guide.
Occupational Safety and Health Administration, Washington, D.C.
Report No.—OSHA-2255
Pub Date—76
Note—38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Employees, *Health Education, Inservice Education, *Labor Education, Learning, On the Job Training, Safety, *Safety Education, Small Group Instruction, Teaching Guides, *Teaching Methods, Teaching Techniques, Training Techniques

The primary concern of the Occupational Safety and Health Act (OSHA) is to provide a safe and healthful workplace for every working man and woman in the nation. One way to help reduce the number of injuries and illnesses in the workplace is by training workers to be more aware of the job safety and health hazards and to teach them the methods of reducing and/or eliminating those hazards. To assist employers in carrying out this function, OSHA has developed several training programs that may be presented at the worksite. OSHA has prepared this guide to aid those nonprofessional instructors who may be charged with the responsibility of training employees. This booklet offers information on the nature of the occupational safety and health problems, on what is presently known and accepted about the technology of causing learning to take place, and on methods recommended to prepare for a teaching session, as well as on tools and methods for conducting the teaching. Detailed instructions showing how to put the principles to work and get the results expected of the professional teacher are given. (HD)

ED 131 217 CE 008 173

Rudov, Melvin H. And Others
High School Seniors' Attitudes & Concepts of Nursing As a Profession.
American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa. Center for Health Sciences Studies.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.; Health Services Administration (DHEW/PHS), Rockville, Md.; National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.
Report No.—DHEW-HRA-76-35
Pub Date—Jan 76
Contract—NO1-NU-24301
Note—189p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-00109-2, $2.00)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Career Choice, Demography, Family Background, *High School Students, Literature Reviews, *Minority Groups, Motivation, National Surveys, *Nursing, Occupational Guidance, Occupational Information, Questionnaires, Race, Recruitment, Socioeconomic Status, *Student Attitudes, Tables (Data)

The primary objective of this investigation was to determine what attitudinal and knowledge factors contributed toward minority high school students not choosing nursing as a profession in higher numbers than they currently do. A total of 2,057 American Indian, Chicano, Black, and Caucasian high school seniors were surveyed at three geographically disparate sites to assess their attitudes toward and concepts of nursing education, and to relate these factors to certain demographic variables. The major findings from each of these content areas are briefly summarized in Chapter I. Chapter II covers the implications for a recruitment and guidance program. Chapter III includes background and review of literature. Chapter IV describes the survey design. Chapter V identifies the method. Chapter VI gives the results. Chapter VII discusses the relationship between current findings and previous research. Approximately half of the document consists of data tables. The appendix includes a sample questionnaire. (HD)

ED 131 218 CE 008 178

Bennett, Gordon D.
Techniques of Water-Resources Investigations of the United States Geological Survey. Book 3, Applications of Hydraulics. Chapter B2, Introduction to Ground-Water Hydraulics: Programed Text for Self-Instruction.
Geological Survey (Dept. of Interior), Reston, Va.
Pub Date—76
Note—183p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Autoinstructional Aids, Geology, *Hydraulics, *Mathematical Concepts, Programed Instruction, Programed Texts, Science Instruction, Specialization, Technical Education, *Water Resources

This programmed text of self-instruction is one of a series of manuals on techniques describing procedures for planning and executing specialized work in water-resources investigations. It has been prepared on the assumption that the reader has completed standard courses in calculus and college physics and is presented in eight parts. Part I introduces some fundamental hydrologic concepts and definitions. Part II discusses Darcy's law for unidirectional flow. Part III considers the application of Darcy's law to some simple field problems. The concept of ground-water storage is introduced in Part IV. A text-formal discussion at the beginning of Part V deals with partial derivatives and their use in groundwater equations; the basic partial differential equation for unidirectional nonequilibrium flow is developed in the programmed material of Part V. In Part VI, the partial differential equation for radial confined flow is derived and the "slug-test" solution, describing the effects of an instantaneous injection of fluid into a well, is presented and verified. Part VII introduces the general concepts of finite-difference analysis. Part VIII is concerned with electric-analog techniques. (HD)

ED 131 219 CE 008 180

Allied Health Manpower Training Model. Final Report. June 27, 1973-January 31, 1975.
Lutheran Medical Center, Brooklyn, N.Y.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Pub Date—75
Contract—NO1-AH-34104
Note—220p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Colleges, *Cooperative Programs, Core Courses, Course Descriptions, *Curriculum Development, Health Occupations, *Health Occupations Education, Hospitals, *Manpower Development, Models, Occupational Information, Post Secondary Education, *Program Design, Program Development
Identifiers—Lutheran Medical Center NY, New York

The purpose of the Allied Health Manpower Training Model Project has been to develop a comprehensive manpower development program for health professionals that will serve as a model for other training institutions and health care organizations as they undertake continuing manpower planning and reorganization to meet the changing requirements for allied health manpower. This effort has been implemented in the Sunset Park and Bay Ridge areas of Brooklyn, New York, the area served by the Lutheran Medical Center, which conducted the project. This document contains six chapters: (1) Overview, (2) Allied Health Manpower Needs of Sunset Park-Bay Ridge, (3) Background for the Health Careers Guide, (4) Core Curricula, (5) Affiliation Agreements, and (6) Conclusion. Appended are (1) Health Careers Guide (data sheets of educational and occupational information on each of 19 health occupations, e.g. blood bank technologist, dietitian, medical record technician, respiratory therapist, and speech pathologist), (2) Health Survey Course Description (unit objectives, activities, and resources for a 3-credit health survey course to be inserted into a standard program of study to facilitate career choice and orientation), (3) list of courses or subjects common to allied health careers, (4) cost factors in the Lutheran Medical Center training program, (5) prototype affiliation agreement between a hospital and educational institutions, (6) list of Sunset Park and Bay Ridge Health facilities, (7) list of New York metropolitan area planning agencies, (8) allied health manpower training model project advisory committee, (9) condensed sample of occupation table, and (10) employee interview data. A bibliography is also included. (WL)

ED 131 220 CE 008 185

Local Office Decision-Making and Implementation.
Manpower Science Services, Inc., Ann Arbor, Mich.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date—75
Note—862p.
EDRS Price MF-$1.50 HC-$46.21 Plus Postage.
Descriptors—*Decision Making, *Decision Making Skills, *Inservice Programs, Instructional Materials, *Manpower Development, *Office Management, *Organizational Change, Work-

shops

Identifiers—Local Office Decision Making and Implementation

This guide contains an introduction to and the materials for use in the Local Office Decision-Making and Implementation (LODI) Workshop, a self-managed small group workshop designed to teach planning and management techniques for identifying and resolving priority needs of an agency's program. (A "need" is defined as the difference between what is desired and what is.) The Introduction is designed to acquaint the reader with the nature and purpose of LODI Workshop, to aid him in making a decision about conducting the Workshop in his agency, and to assist him in making plans for its implementation. The introduction also lists techniques and procedures taught by the Workshop (the working agreement, determining office needs, turning needs into goals, developing alternative plans, relative advantage, implementing the best alternative, evaluating results, and reassessment) and outlines the teaching design (eight to twelve staff agreeing to complete the nine chapters of the LODI materials in approximately 20 to 30 hours-five once-a-week 3- to 4-hour meetings). It is noted that the Workshop is designed to train staff members inexpensively without taking them away from their work places. Most of the guide consists of the workshop materials: (1) The LODI Participant's Workbook containing worksheets and other information needed for practice exercises and brief summaries of the convenor's script for review purposes, (2) The LODI Convenor's Manual containing scripts and display pages for each chapter, and (3) five resource packets meant to supplement the convenor's script and to be used at the discretion of the participants. (JT)

ED 131 221 CE 008 189

Vineberg, Robert

A Study of the Retention of Skills and Knowledge Acquired in Basic Training. Technical Report 75-10.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-TR-75-10

Pub Date—Jun 75

Contract—DAHC-19-73-C-0004

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Achievement, Educational Research, Military Personnel, *Military Training, Performance Based Education, *Retention, Retention Studies, Skills

Identifiers—Army, Comprehensive Performance Test, CPT, United States

As part of the Army's emphasis on performance-based instruction in Basic Combat Training, a study was conducted to provide the Army with data on the retention of skill and knowledge in basic training at Fort Ord, California during March-June, 1974. Selected tests from the Comprehensive Performance Test (CPT) battery were administered to 200 soldiers during their last week of Basic Combat Training (BCT) and were readministered to them six weeks later during their Advanced Individual Training. A single grade of pass or fail was given for each test. The soldiers comprised Mental Categories II-IV, therefore permitting between-group comparisons. The overall results of the study were that depending upon the measure of retention used, there was an average drop of approximately 18% or 26% in performance on the CPT when it was readministered six weeks after the end of BCT. For individual subtests of the CPT, the average decrement in performance ranged between 5% and 44%. Studies employing a longer retention interval and examining the effort necessary for the reinstatement of skills lost or diminished are needed. (HD)

ED 131 222 CE 008 190

A Limited Index to the Manpower Literature.

Oregon State Univ., Corvallis. Inst. for Manpower Studies.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jan 76

Note—704p.

EDRS Price MF-$1.33 HC-$38.17 Plus Postage.

Descriptors—*Annotated Bibliographies, Educational Research, *Indexes (Locaters), *Manpower Development, *Manpower Needs, Program Descriptions

Developed out of the Technical Assistance and Research Project (TARP), this index helps to identify, organize, and make available to manpower practitioners the experience acquired in historical operation of manpower programs. The principle contents are listings of manpower literature items, with each listing including a citation number, title, author, subject, organization/sponsoring agency, and an abstract. The listings are arranged alphabetically by document title. Also included in the document are an (1) author index, arranged alphabetically, and containing the document title and citation number, (2) subject index, arranged alphabetically, and containing the citation number of each listing which has been assigned a subject term by the data supplier, and (3) organization/agency listing, which provides names of the agencies and institutions responsible for the documents included in the index. The appendix outlines computer search profiles used for several major data files. (WL)

ED 131 223 CE 008 206

Sabol, Joe

Sheep Production Occupations. Skills and Competencies.

Colorado State Board for Community Colleges and Occupational Education, Denver.Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—American Sheep Producers Council, Inc., Denver, Colo.

Pub Date—76

Note—53p.

Available from—Sheep Industry Development Program, American Sheep Producers Council, Inc., 200 Clayton Street, Denver, CO 80206 ($1.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agricultural Education, Agricultural Laborers, *Agricultural Occupations, *Agricultural Production, Agricultural Technicians, Animal Science, Farm Occupations, Job Analysis, *Job Skills, *Livestock, National Surveys, Occupational Information, Secondary Education, Tables (Data), *Task Analysis

Identifiers—*Sheep Production, United States

This report summarizes the findings of a national study to determine what skills and competencies are needed by beginning employees on sheep ranches and farms, lamb feedlots, and in the sheep shearing industry. The research procedure, which involved determining from the sheep industry the competencies needed by beginning employees in the thirteen sheep production occupations, is described. Findings are presented in tabular form: 1,510 competencies rated and ranked in the thirteen occupations, approximately 70% of them rated "essential" or "important." Conclusions and recommendations are included regarding use of the findings in developing secondary vocational programs. A brief paragraph job description precedes the list of competencies for each occupation: sheep rancher, sheep ranch foreman, sheep ranch hand, sheep herder, camp tender, lamber, the lamb feeder, lamb feedlot foreman, lamb feedlot laborer, contract sheep shearer, sheep shearer, fleece tier, and wool sacker. (HD)

ED 131 224 CE 008 207

Health Career Education Program. Instructional Television.

Laredo Independent School District, Tex.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Regional Medical Programs.

Pub Date—75

Contract—75-108K

Note—276p.

Available from—Instructional Media Services/Instructional Television, Laredo Independent School District, 1715 Houston Street, Laredo, Texas 78040 (Guide $2.50, Video cassette $5.00 per title plus postage)

Document Not Available from EDRS.

Descriptors—Audiovisual Instruction, *Bilingual Education, Career Awareness, *Career Education, Curriculum Guides, Educational Television, Elementary Education, *Elementary School Curriculum, *Health Education, Health Occupations Education, Instructional Materials, Spanish, *Television Curriculum, Video Tape Recordings

This curriculum guide for teachers and its accompanying bilingual (English-Spanish) videotaped series for students are part of a program for improving health education for the Laredo (Texas) district elementary school children, grades K-5. Recommended for children for whom English is a second language, the guide and videotaped series infuse career elements within each of eight basic areas of health, and are intended as a weekly television series. Each basic area listed as a unit contains from one to three lessons. Videotape cassettes accompany each lesson. Units and respective unit lesson titles (12) are (Unit I) Community Health–"Peppy Pets' Frolic Time"; (Unit II) Environmental Health and Safety–"Play It Safe at Home and in the Neighborhood", "Every Litter Bit Hurts; Every Little Bit Helps", and "Safe Way"; (Unit III) Prevention of Communicable Diseases–"At Home, at School, at Play"; (Unit IV) Chronic and Degenerative Diseases–"Aunti Cavity vs. the Tooth Decay Diablos"; (Unit V) Consumer Health–"Facing the Unexpected" and "Get Well-Stay Well"; (Unit VI) Growth and Development–"Growing"; (Unit VII) Family Living–"A Family Is for Sharing"; and (Unit VIII) Nutrition–"The Basic Four" and "Get on the Super Snack Train." Each lesson includes behavioral objectives, summary, viewer preparation, bilingual vocabulary, suggested activities, and evaluation. The seven appendixes include a teacher health education guide, career education activities, pre/post series tests information, and a unit lesson evaluation form. (SH)

ED 131 225 CE 008 229

Edgecomb, Philip L. Shapiro, Marion

Introduction to Metrics.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 76

Note—122p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg 4103, Kilmer Campus, Rutgers University, New Brunswick, N. J. 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Curriculum, Instructional Materials, *Learning Activities, *Mathematics Curriculum, Mathematics Materials, *Measurement, *Metric System, Secondary Education, Teaching Guides, Vocational Education, Workbooks

Addressed to vocational, or academic middle or high school students, this book reviews mathematics fundamentals using metric units of measurement. It utilizes a common-sense approach to the degree of accuracy needed in solving actual trade and every-day problems. Stress is placed on reading off metric measurements from a ruler or tape, and on changing units by moving the decimal point. It is designed to reinforce the student's ability to solve problems and includes eight units: Introduction to Metrics, Working with Metric Math, Linear Measurement, Area Measurement, Volume Measurement, Mass or Weight, Temperature Measurement, and Metric Threads. Each unit contains from one to six lessons with each lesson including objectives, text material, and learning activities (discussion questions or written exercises). The seven appendixes include numerous conversion charts as well as charts of screw-thread sizes. (HD)

ED 131 226 CE 008 232

Fringuello, Judith

What's It All About, Artie? Exploratory Workbook for the Commercial Art Student.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—May 76

Note—141p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey ($3.50)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Art Education, *Career Exploration, *Commercial Art, *Graphic Arts, Industrial Arts, Instructional Materials, Learning Activities, Practical Arts, Textbooks, Vocational Education, *Workbooks

This combination text and workbook for the commercial art student is designed for use in an exploratory program of approximately 30 hours duration. The eight chapters are (1) Learning About Commercial Art, (2) Learning the Importance of Type, (3) Using the Tools of the Trade, (4) The Shape of Things, (5) Exploring with Line, (6) Color Dimensions, (7) Graphic Processes, and (8) Reading the Want Ads. Each section contains text with drawings, related exercises and projects, and a memory check (short-answer chapter review). The book also contains a 13-item bibliography and a 20-page alphabetical listing of type faces to help the reader compare the various styles of type. (HD)

ED 131 227 CE 008 237

Nixon, William J., Jr.

A Resource Guide for Cooperative Work Experience Programs.

Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.Rhode Island State Dept. of Education, Providence. Div. of Development and Operations.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—75

Contract—OEG-0-74-1710

Note—239p.; Two Rhode Island program descriptions will not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Abstracts, *Cooperative Education, Disadvantaged Youth, Educational Objectives, Handicapped Students, Matrices, Minority Groups, *Models, Post Secondary Education, Program Descriptions, Resource Guides, Secondary Education, *Vocational Education, *Work Experience Programs, *Work Study Programs

Identifiers—*Rhode Island, United States

This resource guide is designed to provide the reader with information about work experience programs in Rhode Island and other states. The first section consists of a prototypic model (which was developed in cooperation with educators and other personnel concerned with work experience programs) for making work experience-based vocational education programs more responsive and accessible to secondary school students including the handicapped, disadvantaged, and minority populations. Designed to serve as a planning template for the future, the model consists of five program goals, their narrower objectives, and functions to be performed in meeting each objective. A matrix designed to provide the reader with a cross reference between the model's objectives and functions and their practical application as found in the abstracts of various existing work experience programs makes up the second section of the guide. It is intended for use on developing or redeveloping programs to meet particular objectives and functions of the prototypic model. The third section consists of abstracts of 56 existing Rhode Island work experience programs and 81 programs in operation in other states. Each includes sponsoring agency, program title, program director, grade level or population served, and a brief program description. (HD)

ED 131 228 CE 008 239

Ross, Harvey L.

Designing a Demonstration Project to Facilitate the Utilization of Its Results.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Nov 74

Contract—DL-92-06-72-27

Note—48p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Consultants, *Demonstration Projects, Educational Development, Educational Research, Information Utilization, Manpower Development, *Research Design, Research Projects, *Research Utilization

This study reports an attempt to provide research consultation to the staff of an operating manpower project in order to help them initiate and carry out utilization-related activities and, as a by-product of the consultation effort, to add to knowledge about research utilization and suggest ways of helping funding agencies improve their capability to promote the use of promising project findings. Section I of this report is an introduction to the study. Sections II-IV present the findings, conclusions, and recommendations that developed from the analysis of information about the experience. Section V presents an account of the relationship between the consultants and the project, Transitional Experimental Employment Model (TEEM). Half the document is appendixes containing correspondence and supplementary information on the consultant-project relationship. (HD)

ED 131 229 CE 008 244

Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—76

Note—100p.; Pages 34-35 (table of competencies) and pages 41-54 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Delivery Systems, Job Analysis, *Performance Based Teacher Education, *Performance Criteria, Program Development, State Programs, State Surveys, Tables (Data), *Task Analysis, *Teacher Education, Teacher Qualifications, Trade and Industrial Education, *Trade and Industrial Teachers, Vocational Education, Vocational Education Teachers

Identifiers—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on trade and industrial (T&I) education, one of nine project components. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided. Part 1 describes the competency identification phase of the trade and industrial education component including review of related research, methodology for identifying competencies, findings (competencies listed to indicate appropriateness for awareness, practice, or real school situation components of preservice and inservice portions of the program), and conclusions. Part 2 describes procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 15-page table under competency statements divided into these categories: (1) Orientation to vocational teaching, (2) preparation for instruction, (3) presentation of instruction, (4) application of learning, (5) evaluation, (6) classroom/laboratory management, (7) human relations, and (8) professional role, including the method of assigning credit to competencies. Part 4 describes two sub-components to the T&I project (communication competencies and reading project). Appendixes contain instruments used in the study. A bibliography is included. (TA)

ED 131 230 CE 008 245

Exemplary Competency-Based Vocational Teacher Education Project: Career Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Implementing the Career Education Concept in Vocational Education Programs in Florida. Series No. 6.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—76

Note—80p.; Pages 31-35 (table of competency ratings) and pages 48-61 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, Job Analysis, *Performance Based Teacher Education, *Performance Criteria, Program Development, State Programs, State Surveys, Tables (Data), *Task Analysis, Teacher Education, Teacher Qualifications, Vocational Education, *Vocational Education Teachers

Identifiers—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to personnel implementing the career education concept into vocational education programs in Florida. An overview of competency-based vocational teacher education (CBTE) and the exemplary CBTE project is provided. Part 1 describes the competency identification phase of the career education component including review of related research, a questionnaire survey of vocational educators involved in career education in Florida, the findings (competencies with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 14-page table under 87 competency statements grouped into the following categories: (1) Program planning, development, and evaluation, (2) instructional planning, (3) teaching methods- media, (4) student evaluation, (5) management, (6) guidance, (7) school-community and student relations, (8) instructor's professional role and development, and (9) unique competencies. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular inservice or preservice programs designed to prepare or upgrade career education personnel and vocational teachers of vocational programs in Florida. Appendixes contain instruments used in the study. A bibliography is included. (TA)

ED 131 231 CE 008 246

Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—76

Note—83p.; Pages 35-38 (table of competency ratings) and pages 50-61 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Handicapped, Job Analysis, *Performance Based Teacher Education, *Performance Criteria, Program Development, Special Education, *Special Education Teachers, State Programs, State Surveys, Tables (Data), *Task Analysis, Teacher Education, Teacher Qualifications, *Vocational Education

Identifiers—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational educators serving handicapped students. An overview of competency-based vocational teacher education (CBTE) and the exemplary CBTE project is provided. Part 1 describes the competency identification phase of the handicapped education component including review of related research, report of a questionnaire survey of Florida vocational educators applying for funds for programs for the handicapped, findings (competencies with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 12-page table under 90 competency statements grouped into the following categories: (1) Program planning, development, and evaluation, (2) instructional planning, (3) teaching methods-media, (4) student evaluation, (5) management, (6) guidance, (7) school-community relations, (8) student organizations, (9) instructor's professional role and development, and (10) unique competencies. It is suggested that grouping of competencies for use in a preservice or inservice program can be accomplished based on the unique needs of participants and the objectives of the particular programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

ED 131 232 CE 008 254

Wylie, Peter B. And Others

Development of a Systematic Automotive Education Program. Final Report.

Human Resources Research Organization, Fort Knox, Ky. Div. 2.

Spons Agency—Illinois State Law Enforcement Commission, Chicago.

Report No.—HumRRO-FR-D2-74-4

Pub Date—Jun 74

Note—164p.; Some tables of Chicago labor market and some charts of curriculum module topics may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Auto Mechanics, *Citizens Councils, Correctional Education, Curriculum, Curriculum Design, *Curriculum Development, Curriculum Research, Job Skills, Job Training, *Rehabilitation Programs, Research Projects, School Community Cooperation, Systems Approach, Task Analysis, Vocational Education, Vocational Rehabilitation

Identifiers—*Correctional Manpower Services Project, Illinois (Chicago)

As part of a project to provide techniques for developing and implementing realistic vocational training and placement programs for prisoner rehabilitation, an Automotive Trades Council (ATC) was established to test the concept of using a citizens' council to function as a bridge between correctional and training personnel and the using society. The ATC was then utilized to support the formulation and implementation of an automotive maintenance training program. The first section of this report presents the results of the first year of ATC operation in relation to the successes and failures encountered during the organization, functioning, and administration of the council. Suggestions for minimizing problems and a proposed organizational structure for future ATC operation are included. The second section describes the tasks completed in the process of designing the curriculum: labor market analysis (in the Chicago area), assessment of client needs and services, task analysis for the auto mechanic's job at various skill levels, and assessment of existing training services. The curriculum is then described along with the functions which the ATC, the instructional staffs of the Illinois prisons, and outside contractors will need to perform to develop and implement it. Topics in this section include selection, vocational training component, possible module format, management of the vocational component, employability skills component, basic education component, interface of basic and vocational components, and placement. Appendixes contain survey instruments and task lists for jobs of mechanic's helper, apprentice mechanic, and automotive specialist, plus sample knowledge objectives for the job of apprentice mechanic. (HD)

ED 131 233 CE 008 271

Dual Enrollment as an Operating Engineer Apprentice and an Associate Degree Candidate. Final Report.

International Union of Operating Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—31 Dec 75

Contract—DL-21-11-73-12

Note—117p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Apprenticeships, *Associate Degrees, Construction Industry, *Cooperative Programs, Curriculum, Degree Requirements, *Dual Enrollment, Employment, Higher Education, Junior Colleges, Labor, Labor Education, Labor Unions, Manpower Utilization, *Operating Engineering, Program Descriptions, Program Effectiveness, Program Evaluation

Identifiers—Operating Engineers Dual Enrollment Program

The Operating Engineers Dual Enrollment Program combines trade union apprenticeship with college study. Young persons are "dually-enrolled" by meeting both the requirements for indenture as an apprentice and matriculation as an Associate Degree candidate. Apprentices may receive college credit for apprenticeship-related training classes and for supervised work experience, amounting to one-half to three-fourths of the credits needed for an Associate Degree. An Advisory Committee was established to assess and guide the activities of the Program. Model curriculums for dually-enrolled apprentices were formulated, and two successful types of dual enrollment programs (local and regional) were initiated, serving over 2,300 apprentice operating engineers. Data on current programs and apprentices were collected to provide an ongoing assessment of progress. Linkages between Associate Degree programs and 4-year degree programs were initiated and are being further developed. The Program will be continued under the sponsorship of the International Union of Operating Engineers. The body of the report includes (1) description of objectives and methodology of the project, (2) descriptions of program development, curriculums, and problems in the various local programs and in a regional program established in cooperation with Dickinson State College, North Dakota, (3) discussion of results in terms of enrollees and assessment by unions, contractors, and colleges, and (4) recommendations for the future of the program. Appendixes (half of the report) include samples of supplementary evaluation reports on individual projects; lists of work processes (tasks) for universal equipment operator, paving equipment operator, plant equipment operator, and heavy duty repairman; several degree program schedule outlines for dual enrollment programs; and a directory of universities and colleges offering programs in labor studies and in construction. (Author/HD)

ED 131 234 CE 008 289

Sedich, Jerry Y. Valakas, John N.

Bridgeport Area Manpower Information Systems Project.

Bridgeport, Conn.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—76

Contract—21-09-74-35

Note—77p.; Two flow charts (of an overall system and project tasks) on pages 2-3 and pages 56 and 58-9 may not reproduce well due to blurred, faint, broken type

Available from—National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Information Services, Information Sources, *Information Systems, *Labor Market, *Management Information Systems, Management Systems, *Manpower Needs, Occupational Surveys, Program Descriptions, *Systems Development

Identifiers—CETA, Comprehensive Employment and Training Act, Connecticut (Bridgeport)

This report explains the Bridgeport Comprehensive Employment and Training Act (CETA) manpower information systems project. Three components of the project are considered: (1) The automated manpower management information system (MIS), which incorporates a cost-effectiveness analysis algorithm and permits a limited amount of impact and outcome analysis, and which replaces the manual system, which is incapable of effective and efficient operational control and monitoring due to the large number of CETA clients in the Bridgeport area; (2) the labor market information system (LMIS), which consists of an automated economic index generator and an automated shift and shares model, providing an excellent tool to analyze the economic health in the Bridgeport area and offering planners timely and relevant information for the decisionmaking process; and (3) a labor market supply/demand survey of the Bridgeport area, which serves as input for LMIS. The report concludes with a proposal to link the MIS and LMIS sub-systems into one comprehensive manpower information system. (Author/WL)

ED 131 235 CE 008 295

Hayghe, Howard

Families and the Rise of Working Wives—an Overview. Special Labor Force Report 189.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—76

Note—12p.; Reprint from Monthly Labor Review; May 1976

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Birth Rate, Business Cycles, Economic Climate, *Employment Trends, *Family (Sociological Unit), *Labor Force, *Manpower Needs, National Surveys, Population Trends, Statistical Surveys, *Working Women

Identifiers—United States

Past and current trends in the growth of families with two workers or more are examined in this article. It discusses such subjects as influence of trends in fertility on the growth of these families, the relation between husbands' and wives' occupations, and some of the impact of the recession and inflation on these families. Tables and statistical data are included to support content. (WL)

ED 131 238 CE 008 306

Fisher, Allan H., Jr. Harford, Margi R.

Enlistment Motivation and the Disposition of Army Applicants. Technical Report 74-5.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-74-5

Pub Date—Mar 74

Contract—DAHC-19-73-C-0004

Note—87p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Armed Forces, Educational Needs, *Enlisted Personnel, Military Personnel, Military Service, *Motivation, National Surveys, Vocational Education

Identifiers—Army, United States

Objectives of the study were (1) to determine the structure of reasons that lead to the enlistment decision and (2) to isolate factors that lead some initial Army applicants to enlist in one of the other Services instead of the Army. This study involved the analysis and interpretation of data from an existing survey base-data from a sample of 1972 enlisted accessions, which had been collected at regular intervals at selected Armed Forces Entrance and Examination Stations. Multivariate statistical analyses were performed on the data. Items analyzed included sample survey data on the importance of 12 reasons for enlisting, the service first contacted while considering military service, the service in which the individual eventually enlisted, and selected demographic data. The results showed that for these Army enlistees the most frequently endorsed reasons for enlistment were the acquisition of a trade or skill that would be valuable in civilian life and the opportunity for advanced education and training. Factors found to be most influential in decisions were educational level and race. Factors associated with the disposition of initial applicants to the Navy, Air Force, and Marine Corps were also identified. (HD)

ED 131 239 CE 008 314

Annual Program Amendment to the Tennessee State Plan for Community Service and Community Education Programs. Fiscal Year 1977.

Tennessee Univ., Knoxville. State Agency for Title I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, College Programs, Colleges, *Community Service Programs, Consumer Education, *Continuous Learning, Educational Legislation, *Federal Legislation, *Program Design, State Federal Aid, *State Programs, Statewide Planning, Universities

Identifiers—Higher Education Act Title I, Program IMPACT, Tennessee

Title I of the Higher Education Act of 1965 was enacted by Congress to provide Federal funds to strengthen the community service capability of colleges and universities to assist the people in the solution of community problems, with particular emphasis on urban and suburban problems. Tennessee's major program emphases under Title I since 1972 have been (1) the Tennessee Statewide Consumer Education Program, a consortium of 9-15 institutions with one institution serving as statewide coordinator with the responsibility for developing materials and providing program assistance to the individual project segments and (2) the Community Growth Policy and Leadership Development program designed to foster leadership development of existing and potential community leaders and to broaden citizen and community participation in the decisionmaking process. The program priorities established for fiscal year 1977 are (1) Energy Education (50% of funding) and (2) Community Planning, Growth, and Leadership (50% of funding), the latter including government organization services, community organization services, and employment and career development. Rationale and long range goals for the statewide approach and specific objectives for each project category are outlined. Types of activities to be supported and methods of coordination with other programs are described. Statewide program and administrative budget totals are given with breakdown by Federal funds requested and matching funds expected from other sources. (WL)

ED 131 243 CE 008 336

Stone, C. Harold

Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.

California State Univ., Los Angeles.

Spons Agency—Marine Corps, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Jun 76

Contract—N00014-74-A-0436-0001; NR-151-370

Note—83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Cluster Analysis, Data Analysis, Efficiency, Individual Characteristics, Institutional Research, *Manpower Utilization, *Military Personnel, Military Training, Occupational Information, *Organizational Effectiveness, Performance Criteria, Program Development, *Program Evaluation, Staff Orientation, *Task Analysis, Teamwork

Identifiers—CODAP, Comprehensive Occupational Data Analysis Programs, Marine Corps

The basic objective of this research project was to determine the effectiveness of the Marine Corps Task Analysis Program (TA) as it had been conducted by the Office of Manpower Utilization (OMU). Main findings and conclusions are summarized in the eight research areas into which the study was divided: TA observation and interview procedures; task inventory construction; occupational field sample size; computer procedures and data analysis; OMU organization and personnel; orientation, training, and team performance; peacetime task analysis and its relation to war-time conditions; and the use of worker characteristics in classification and assignment. The overall conclusion from the research is that the TA program is a highly valuable asset to the Marine Corps in improving and maintaining effective utilization of its human resources. Appendix A contains an annotated list of 15 technical reports that are end-products of this project, and which contain detailed documentation of all phases of this project. Appendix B contains the study directive used and a distribution list. (Author/TA)

ED 131 244 CE 008 344

Competencies and Assessment Behaviors for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report, Section B. April 1974-December 31, 1975.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date—31 Dec 75

Note—227p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Evaluation Criteria, *Handicapped Students, *Job Analysis, Occupational Information, Performance Based Teacher Education, Secondary Education, *Special Education Teachers, State Programs, State Surveys, Student Characteristics, Tables (Data), Task Analysis, Teacher Characteristics, Teacher Responsibility, Teacher Role, *Vocational Education, *Vocational Education Teachers

Identifiers—Georgia

A study was conducted to identify a list of pedagogical competencies and evaluative criteria based on the performance requirements of the vocational specialists who coordinate the education of handicapped learners in Georgia's new secondary level Vocational Education Awareness Program (VEAP). Performance roles which served as a basis for competency categorization were developed from the job description for vocational specialists. These performance roles are (1) Establish local VEAP program, (2) incorporate administrative strategies for program, (3) formulate instructional design, (4) select and apply instructional strategies, (5) evaluate learner performance and progress, (6) perform guidance and counseling functions with learners, parents, and teachers, (7) participate in public relations activities, (8) establish cooperative training stations, (9) evaluate local programs, and (10) maintain and improve professional competencies. One hundred eighty-seven competencies were rated by vocational specialists. The top 25% were contained in Role 1, and the third largest were contained in Role 3. This report includes a review of the literature, description of the methodology, presentation and interpretation of the complete findings, and summary, conclusions, and recommendations. The instruments used in the study are included in appendixes. (TA)

ED 131 245 CE 008 353

Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First and Second Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 3.

Pub Date—76

Note—1,025p.; Not available in hard copy due to small type throughout document; For related documents, see ED 116 014-015

EDRS Price MF-$1.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, Attitudes, *Career Education, *Educational Legislation, *Educational Needs, Educational Objectives, Educational Planning, Educational Policy, Educational Problems, Educational Programs, Elementary Secondary Education, Federal Aid, *Federal Legislation, Federal Programs, Opinions, Post Secondary Education, Teacher Attitudes, *Vocational Education

Identifiers—United States, Vocational Education Act 1963

The full texts of all prepared statements and supplemental materials presented during six days of hearings held on four bills (H.R. 19, H.R. 3036, H.R. 3037, and H.R. 4797) to amend the Vocational Education Act of 1963 are contained in this document. Statements are made by (1) State and local directors and superintendents from state universities and local schools in all branches of vocational education, agricultural education, special education, electronics, adult education, and occupational education, and (3) representatives from state departments of education, federal agencies, state and national advisory councils, and various professional organizations. The statements, exhibits, and panel discussions present national, local, and institutional concerns regarding the conditions of vocational and occupational education. Official positions of various organizations on selected issues are also given. (TA)

ED 131 246 CE 008 358

Safety Handbook.

Montgomery County Public Schools, Rockville, Md.
Pub Date—76
Note—175p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Accident Prevention, Accidents, *Administrative Policy, Guides, Manuals, *Public Schools, Safety, *Safety Education, *School Safety
Identifiers—Maryland

Safety policies, procedures, and related information are presented in this manual to assist school personnel in a continuing program of accident prevention. Chapter 1 discusses safety education and accident prevention in general. Chapter 2 covers traffic regulations relating to school safety patrols, school bus transportation, bicycles, and operation of vehicles. Chapter 3 is concerned with emergency drills and disaster preparedness. Civil defense and disaster preparedness, and radio alerting systems are discussed. Chapter 4 deals with plant and employee safety in the cafeteria and garage and repair shop; it also provides employee information. Chapter 5 discusses the instructional and special activities area, which includes practices in emergency care and first aid, and regulations governing special events such as holidays, paper drives, parades, etc. Chapter 6 covers buildings and grounds, discussing responsibilities of the maintenance division and emergency closing of schools and central office. A bibliography and index are included. (TA)

ED 131 247 CE 008 364

Healer, Cheryl V. And Others

Burn Injuries: Causes, Consequences, Knowledge, Behaviors.

Education Development Center, Inc., Newton, Mass.Massachusetts General Hospital, Boston.-National Fire Protection Association, Boston, Mass.Shriners Burns Inst., Boston, Mass.
Spons Agency—Consumer Product Safety Commission, Washington, D.C.
Pub Date—Jun 76
Contract—CPSC-C-75-0107
Note—324p.
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—Adolescents, Adults, *Age Groups, Children, Clinical Diagnosis, Educational Assessment, *Educational Diagnosis, *Fire Protection, First Aid, *Injuries, Intervention, Medical Research, *Needs Assessment, Older Adults, Safety, Safety Education, Tables (Data)
Identifiers—Massachusetts

This report covers Phase I of the Burn Injury Education Demonstration Project, a four-phased project designed to explore the feasibility of using educational intervention strategies to increase knowledge and appropriate behaviors and attitudes to reduce the number and severity of burns. Phase I involved a comprehensive needs assessment conducted to determine the patterns of burn accidents, profiles of burn victims, and the current state of knowledge, deficits, and misconceptions with regard to the prevention and emergency treatment of burn injuries. Two major research activities are discussed: Collection of burn data and educational diagnosis Burn accident data are presented in two formats-(1) State Burn Incidence Data, derived solely from burn reports received from the Massachusetts Department of Public Health, and (2) Burn Victim Profile Data, derived from accident investigations and interviews with burn victims. The educational diagnosis data are based on the results of several instruments (a criterion-referenced test, a telephone survey, and home interviews) and are organized according to the nature and extent of knowledge, and the behavior and practices of the sample populations. Both burn incidence data and the results of the educational diagnosis are presented for six sample age groups: Children under 3 years of age and their parents, children aged 3 to 8, children aged 9 to 12, adolescents aged 13 to 19, adults aged 20 to 59, and elderly persons aged 60 and above. (Author)

ED 131 248 CE 008 366

Exemplary Competency-Based Vocational Teacher Education Project: Cooperative Vocational Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teacher-Coordinators in Cooperative Vocational Education Programs in Florida. Series No. 1.

Florida State Univ., Tallahassee. Program of Vocational Education.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—76
Note—79p.; Pages 34-38 (the table of Importance Ratings of Competencies by Teacher Coordinators) and pages 49-58 (the table of Assessment Criteria for Competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Instructor Coordinators, Job Analysis, *Performance Based Teacher Education, *Performance Criteria, Program Development, State Surveys, Tables (Data), *Task Analysis, Teacher Certification, Teacher Education, Teacher Qualifications, *Vocational Education, Vocational Education Teachers
Identifiers—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on criteria for assessing mastery of the professional competencies (skills) important to teacher-coordinators in cooperative vocational education programs. An overview of competency-based vocational teacher education (CBTE) and of the exemplary CBTE project is provided. Part 1 describes the competency identification phase including review of research, questionnaire survey of a random sample of 150 teacher-coordinators from all types of schools in Florida, the findings (competencies), and conclusions, which suggest that since there were a large number of professional competencies considered important by Florida's teacher-coordinators, the present certification requirements may be insufficient to adequately prepare qualified teacher-coordinators. Part 2 describes the procedure for identifying and validating of specific assessment criteria for assessing mastery of the competencies and lists the criteria in a 10-page table under 73 competency statements, grouped into the following categories: (1) Program planning, development, and evaluation, (2) instruction in school, (3) on-the-job instruction and coordination, (4) management, (5) guidance, (6) instructional evaluation, (7) school-community relations, (8) professional role and activities. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular inservice or preservice programs designed to prepare or upgrade teacher-coordinators in cooperative vocational education programs. Appendixes contain instruments used in the study; a 53-item bibliography is also included. (TA)

ED 131 249 CE 008 367

Exemplary Competency-Based Vocational Teacher Education Project: Administration/Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.

Florida State Univ., Tallahassee. Program of Vocational Education.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—76
Note—80p.; Pages 31-35 (table of competency ratings) and pages 49-60 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Administrative Personnel, Administrator Education, Administrator Qualifications, Administrator Responsibility, Job Analysis, Leadership Training, Management Development, *Performance Based Education, *Performance Criteria, *Professional Education, Program Development, State Programs, State Surveys, Supervision, Supervisors, Supervisory Training, Tables (Data), *Task Analysis, *Vocational Education
Identifiers—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational education administrators and supervisors. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided as introduction. Part 1 describes the competency identification phase of the administration/supervision component including review of related research, report of the questionnaire survey of Florida vocational-technical administrators and supervisors, findings (competencies with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 12-page table under 77 competency statements, grouped into the following categories: (1) Program planning, development, operation, and evaluation, (2) supervision of instructional and supportive staff, (3) funding, budget, finances, purchasing, (4) policies, regulation, legislation, (5) operation of facilities, (6) staff development, and (7) school-community and student relations. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular preservice or inservice programs designed to prepare or upgrade administrators and supervisors of vocational education programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

ED 131 250 CE 008 368

Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.

Florida State Univ., Tallahassee. Program of Vocational Education.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—76
Note—70p.; Pages 32-35 (table of competency ratings) and pages 41-49 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Education, *Educational Researchers, Experimenter Characteristics, Job Analysis, Performance Based Education, *Performance Criteria, Professional Education, Program Evaluation, Research Directors, *Research Skills, State Programs, State Surveys, Tables (Data), *Task Analysis, *Vocational Education

Identifiers—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational educators involved in research and evaluation. An overview of competency-based vocational teacher education (CBTE) and of the Florida exemplary CBTE project is provided as introduction. Part 1 describes the competency identification phase of the leadership in research and evaluation component including review of related research; report of a questionnaire survey of 214 representative teacher educators, county vocational directors, administrators, supervisors, coordinators, teachers, and national research personnel in Florida; the findings (competencies with mean importance ratings); and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 6-page table under 54 competency statements grouped into the following categories: (1) Review and analysis of completed research, (2) conducting research, (3) evaluation, and (4) management. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular preservice or inservice programs designed to prepare or upgrade persons involved in conducting, evaluating, disseminating, or applying research and evaluation in vocational education. Appendixes contain instruments used in the study. A bibliography is included. (TA)

ED 131 251 CE 008 369

Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Idenification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida. Series No. 8.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—76

Note—82p.; Pages 33-38 (the table of competency importance ratings) and pages 49-63 (the table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Disadvantaged Youth, Job Analysis, *Performance Based Teacher Education, *Performance Criteria, *Special Education Teachers, State Surveys, Tables (Data), *Task Analysis, Teacher Education, *Vocational Education, Vocational Education Teachers

Identifiers—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational educators serving disadvantaged students. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided. Part 1 describes the competency identification phase of the disadvantaged component including review of related research, a questionnaire survey of Florida vocational educators involved with the disadvantaged, the findings (competencies listed in rank order with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 15-page table under 95 competency statements grouped into the following categories: (1) Program planning, development, operation, and evaluation, (2) instructional planning, (3) teaching methods-media, (4) student evaluation, (5) management, (6) guidance, (7) school, community, and student relations, and (8) unique competencies. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular inservice or preservice programs designed to prepare or upgrade administators/supervisors, directors, and teachers of disadvantaged vocational education programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

ED 131 252 CE 008 373

Samuels, William M. Buckner, Donald R.

Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.

American Society of Allied Health Professionals, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date—75

Contract—NO1-AH-24274

Note—86p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Admission Criteria, *Affirmative Action, American Indians, Bias, Civil Rights, *Cultural Factors, Educational Accountability, *Educational Discrimination, Educational Opportunities, Educational Problems, *Health Occupations Education, Manpower Development, *Minority Groups, Minority Role, Negroes, Program Development, Spanish Americans, Student Application

Papers, workshop reports, and pertinent recommendations from a conference concerned with barriers faced by minorities seeking training in the allied health professions are presented. Data provided for the conference, gathered from Northeast, Southeast and Southwest United States during a 2-year period, related to barriers encountered by Black, Indian, and Spanish-surnamed students attempting to enroll in allied health professions in their geographical areas. These barriers were validated and placed under the major headings of need for financial assistance, need for role models, poor academic preparation and lack of tutorial services, lack of career information and counseling, and cultural and social gaps. Five priority recommendations for attacking the barriers were presented: (1) Initiation of a national comprehensive allied health manpower development program, (2) development and enforcement of a strategy to identify and remove culturally biased admissions criteria and procedures, (3) public or private capacitation resource for training centers based on completion of training programs and registration in a profession by minority students, (4) development and implementation of advocacy programs to overcome barriers to minority students entering the allied health professions, and (5) allied health traineeships that would include specific funding for ancillary clinical training costs. A listing of participants is appended. (TA)

ED 131 253 CE 008 391

Office Methods and Behavior. Student Manual.

Civil Service Commission, Washington, D.C. Communications and Office Skills Training Center.

Pub Date—76

Note—153p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Business Skills, Communication Skills, Instructional Materials, Job Training, *Learning Activities, Manuals, *Office Practice, Secondary Education, *Skill Development, Study Guides, Typewriting, Workbooks

Designed for secretarial (or clerical) training, this manual provides exercises for developing skills and habits needed in an office environment. Focus is on eight areas: Communicating, filing, getting along, grooming, mailing, organizing, telephoning, and typing. Exercises are provided in each area for group and individual learning. (TA)

ED 131 255 CE 008 401

Manager's Guide to Selecting Training Employees.

Internal Revenue Service (Dept. of Treasury), Washington, D.C.

Pub Date—Jun 76

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Guides, Employment Qualifications, *Evaluation Criteria, Guidelines, *Instructional Staff, *Personnel Needs, *Personnel Selection, *Policy Formation, *Trainers

The purpose of this brief guide is to assist managers in the process of selecting personnel to fill training vacancies. It describes key steps in the selection process and provides a means for accomplishing these steps in a systematic fashion; however it is not intended to make selection decisions or to supersede personnel regulations. Three major sections are included: Reviewing Job Requirements and Establishing Selection Criteria, Formulating Behavioral Indicators, and Selecting Interview Techniques. The appendices contain examples of a job requirements list, a completed Selection Process Worksheet, and a blank worksheet which may be photocopied. (HD).

ED 131 256 CE 008 406

Medical Radiologic Technology: A Suggested Two-Year Post High School Curriculum.

Saint Louis Community Coll. at Forest Park, Mo.-Saint Louis Community Coll., Mo.

Spons Agency—Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Office of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEC-0-70-4478

Note—105p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Course Descriptions, Curriculum Guides, *Curriculum Planning, Health Occupations Education, Post Secondary Education, *Program Planning, *Radiologic Technologists

Prepared to aid in the planning and initiation of radiologic technology programs in community colleges and vocational technical schools, this curriculum guide should be useful to school administrators, advisory committees, and faculty, and may be modified to meet local, state, and regional needs. It contains full descriptions of 22 course offerings (covering the majority of the document), and examples of texts, equipment and costs, and library, faculty, and student qualifications. Included are a bibliography and eight appendixes which present (1) information on The American Registry of Radiologic Technology, (2) a guide for writing contractual agreements in instances of hospital-college affiliation, (3) a glossary, (4) a description of organizations concerned in educational programs in radiologic technology, (5) evaluation procedures for college sponsored programs in radiologic technology, (6) criteria for identifying the sponsor of an education program, (7) procedure for accreditation, and (8) a registry requirement change as of 1974. (HD)

ED 131 257 CE 008 415

Borhani, Rahim

A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.Kansas State Univ., Manhattan.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Contract—OEG-0-73-5313

Note—79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, *Career Education, Consortia, Cooperative Programs, Demonstration Projects, *Educational Assessment, Elementary Secondary Education, Grade 3, Grade 6, Grade 8, Grade 12, Inservice Teacher Education, Instructional Materials, Material Development, Post Testing, Pretesting, Program Development, *Program Effectiveness, Program Evaluation, School Districts, State Programs, Student Evaluation, *Student Testing, Teacher Education, Teachers Colleges

Identifiers—Kansas, Kansas (Emporia), Kansas (Pittsburg)

This is the final report of a Kansas state project which had four purposes: (1) Involvement of teacher training institutions with the unified school districts' career education program in order to gather information needed to provide realistic experiences for inservice education of future career education teachers, (2) involve the community in school activities, (3) generate additional occupational and career education materials for use of teachers and students, and (4) extend career knowledge opportunities to more students in Kansas. The first section of the report is an evaluation report of the project in the Unified School District in Pittsburg, Kansas, which presents results of a variety of standardized tests administered to students in grades 3, 6, and 9 to measure perceptions of themselves and the relations to peers, teachers and school; achievement in skills and content areas of the curriculum; and knowledge of different careers. (Tests used were the National Testing Service Self Observation Scales, the Harcourt Brace Metropolitan Achievement Tests, and the McGraw Hill Career Maturity Inventory.) The second section of the report, an evaluation of the project in Unified District in Emporia provides (1) background information of the overall Kansas project, (2) abstracts of characteristics of the community and school system, (3) description of the purpose, philosophy, and objectives of career education program, (4) process evaluation, and (5) product evaluation. It concludes that each of the goals was realized to a great extent and that the program increased student, faculty, and community awareness of how career education can be meaningfully integrated into many aspects of the educational system. (TA)

ED 131 259 CE 008 436

Carson, James E. Sparks, Peggy F.

A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.

Tuskegee Inst., Ala. Human Resources Development Center.

Pub Date—[73]

Note—57p.; This document is a 1973 revision of ED 066 651. For a related document see CE 007 193

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Basic Education, Adult Students, *Basic Skills, *Curriculum, Curriculum Guides, *Daily Living Skills, Language Skills, Reading Skills, Student Characteristics

Identifiers—Alabama

An adult basic education curriculum is presented, designed to raise the competencies of adults in the basic areas of oral and written communications, arithmetic, social sciences, occupational planning (including development of occupational concepts and attitudes) and development of self. Basic area skills and activities are presented in three levels: Level I (Grades 0-3), Level II (Grades 4-6), and Level III (Grades 7-9). Content is given in four sections. Section 1 discusses curriculum objectives, the philosophy of adult basic education, and describes learner characteristics of uneducated, "under-informed" and "under-achieving" adults, which are grouped as Level 1, Level 2, and Level 3, respectively. Section 1 also discusses qualities found in a good adult basic education teacher, principles of teaching, and a check-list of danger signs of the adult drop-out. Section 2 provides separate teaching outlines for each of the adult levels in the areas of reading, language arts, and arithmetic. Section 3 provides teaching outlines for the areas of social living, science and life, employment, the needs of everday living, and tips for the consumer. Section 4 includes guidelines for preparation and a bibliography. (WL)

ED 131 260 CE 008 453

Ahrnsbrak, Henry C. And Others

Third Party Evaluation Report of Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over.

North Central Technical Inst., Wausau, Wis.Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—OEG-0-73-5292

Note—61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Vocational Education, *Career Education, Curriculum Development, Disadvantaged Groups, Disadvantaged Youth, Elementary Secondary Education, English (Second Language), Program Development, *Program Effectiveness, Program Evaluation, Rural Education, *Rural Youth

Identifiers—Wisconsin

The purpose of the project evaluated in this third-party report was for the North Central Technical Institute in Wausau, Wisconsin, to provide career education to the adult population (including youth 16 years of age and over) in school and out of school, in the area served by the North Central Vocational, Technical and Adult Education District. Particular emphasis was placed on meeting the needs of the small communities and rural areas. Career education concepts of self-awareness, career awareness, career exploration, career decisionmaking, and career preparation were incorporated into the project in that they were used as criteria in determining the needs of the individual and as guides to curriculum development. Services were provided by the project to adult populations including the unemployed, underemployed, employed, high school dropouts, women, American Indians, and rural disadvantaged. Vietnamese and Russian populations were of sufficient number to warrant the formation of adult basic education classes and classes in English as a second language. Activities during the project's 3-year duration were evaluated as successful. Recommendations were made based on the evaluation data. The report contains an introductory chapter on the broad project setting, and chapters describing and assessing its accomplishments in services to adults, coordination of efforts with other agencies, promotion, and activities with K-12 schools (which were an extension of the original project design). (TA)

ED 131 261 CE 008 457

Strong, Merle E. And Others

The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.

Rockford Public Schools 205, Ill.Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—G00-75-0-2397

Note—74p.; Page 23 (Appendix A), containing a flow chart of the Comprehensive Career Education System, will not reproduce well due to small, faint type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Awareness, *Career Education, Comprehensive Programs, Curriculum Development, Elementary Education, Elementary School Teachers, Material Development, *Performance Criteria, Program Development, *Program Evaluation, Secondary Education, Student Motivation, Teacher Attitudes, *Teacher Evaluation, *Teacher Participation, Teacher Workshops

Identifiers—Illinois (Rockford), PERT, Program Evaluation and Review Technique

Objectives of the Rockford Elementary Career Education Project and the Program Evaluation and Review Technique (PERT) network were used as an organizing framework to discuss project accomplishments. Statements, data, findings, and discussions are presented for the nine project objectives which involved all 57 elementary schools in the Rockford public school system, teacher workshops, pre- and posttests, curriculum development and implementation, and instructional materials development. Possible impact of career education on student achievement in basic skills was also investigated through teacher interviews. A significant and recurring message in many examples from teacher interviews was that career education increases student motivation to attain competency in the basic skills by making them more relevant to later life in the world of work. It was concluded that although not all objectives were met completely, the project did have an impact on the educational program in Rockford; and because career education curriculum activities were integrated with other school efforts as contrasted to being an "add on," opportunity for continued expansion should be enhanced. Appendices contain the PERT chart and computer printout, career education opinionnaire, career education opinionnaire printout, results of the interviews, and results of the career education activities surveys. (TA)

ED 131 262 CE 008 491

White, Thomas R. And Others

Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.

Indiana Univ., Bloomington. School of Education.-Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Aug 76

Note—76p.; For a related document see CE 008 492

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Cooperative Planning, Delivery Systems, *Evaluation Criteria, Higher Education, *Models, *Program Evaluation, Research Projects, State Universities, Statewide Planning, *Teacher Education, *Vocational Education, Vocational Education Teachers

Identifiers—Indiana

A joint project between Indiana and Purdue Universities was conducted to develop a model to evaluate vocational teacher education programs. The model was to be functional on a statewide basis and generalizable to all vocational teacher education programs in Indiana. The project staff developed a conceptual basis for the model and cooperated throughout the project by meeting frequently and sharing materials developed. Specific procedures were (1) selection of an advisory committee representative of producer and user groups, (2) identification of the model components, (3) development of teacher education goals (functions), (4) validation of objectives by the advisory committee, (5) development of process and product criteria, (6) validation of criteria by the advisory committee, (7) development of the preliminary instruments for a single goal, (8) collection of preliminary data, (9) dissemination of the model through a statewide conference, and (10) production of a final report. The major product of the project is a model along with its conceptual basis for evaluating vocational teacher education and a suggested implementation plan. Included in the model are missions, goals, objectives, and criteria which are inclusive of vocational teacher education. Half of the final report consists of appendixes which include data collection questionnaires and dissemination conference evaluation. (Author/HD)

ED 131 263 CE 008 492

A Model for the Evaluation of Vocational Teacher Education.

Indiana Univ., Bloomington. School of Education.-Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—[76]

Note—114p.; For a related document see CE 008 491

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Educational Objectives, *Evaluation Criteria, Higher Education, Measurement Goals, *Models, *Program Evaluation, State Programs, State Standards, State Universities, Statewide Planning, *Teacher Education, *Vocational Education, Vocational Education Teachers

Identifiers—Indiana

Built on the premise that the primary delivery system for vocational teacher education in Indiana has been the public institutions of higher education, this model for evaluating the State's total professional development efforts is a classification scheme organized around three major mission areas of vocational teacher education and their corresponding eleven goal statements representing the expectations the State has for its vocational teacher education program: (1) Instruction Mission (Preservice, Inservice, Vocational Administrators, and Graduate Studies), (2) Research and Development Mission (Basic and Applied Research, Developmental Activities, and Evaluation Activities), and (3) Service Mission (Intra-University Activities, Local Education Association Activities, State Education Association Activities, and National Activities). Ninety-six objectives are listed under the eleven goal statements to describe what the vocational teacher education program will do in achieving a particular goal or in performing a particular function. Several hundred process and product criteria are then included under the objectives to specify the basic measurable components of each. An introductory section describes briefly the development and rationale for the model and traces the process of commitment, goal agreement, criteria assessment, data collection, interpretation and decision that must be followed by the institutions of higher education providing vocational teacher education services and the representatives of the State Board of Vocational-Technical Education in cooperation with user groups if the application of the model is to yield an effective analysis of the strengths and weaknesses of the State's total vocational teacher education effort as delivered through its institutions of higher education. (HD)

ED 131 265 CE 008 587

Rosen, Harvey S.

Taxes in a Labor Supply Model with Joint Wage-Hours Determination.

Pub Date—May 76

Note—25p.; Some text and footnotes will be marginally legible due to small print of original document

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Economic Research, Females, Income, Labor Economics, *Labor Force, *Labor Supply, Mathematical Models, *Taxes, Tax Rates, *Wages, Working Hours, *Working Women

Identifiers—Income Taxes, Married Women, New Jersey

Payroll and progressive income taxes play an enormous role in the American fiscal system. The purpose of this study is to present some econometric evidence on the effects of taxes on married women, a group of growing importance in the American labor force. A testable model of labor supply is developed which permits statistical estimation of a "coefficient of tax perception." Unlike previous models of labor supply, it allows for the possibility that the wage may depend on number of hours worked. Contrary to much of the literature, the results of this paper strongly suggest that marginal tax rates do have an important impact on labor force behavior. Section 1 reviews briefly the past thought on this problem. Section 2 develops a model to explain work decisions when an individual faces a whole set of wage-hour combinations, rather than a given wage independent of the number of hours he works. In Section 3 a model is modified to permit an explicit test of whether or not taxes affect individuals' labor supply decisions. Estimation problems are discussed at length, and the empirical results are presented. A concluding section contains a summary and suggestions for future research. (Author)

ED 131 266 CE 008 591

Wirtz, Willard

Community Education Work Councils. Occasional Paper No. 17.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—76

Note—13p.; Speech presented as one of a series of staff development lectures at the Center for Vocational Education, Ohio State University, Columbus, Ohio

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Citizens Councils, *Community Programs, Cultural Pluralism, *Educational Policy, Employment Programs, *Employment Services, Social Factors, Unemployment, Vocational Counseling, *Vocational Education, Youth Employment

The president of the National Manpower Institute discusses the possibility of establishing a new set of institutions–for the development and implementation of education-work and vocational education policy–not in the "world of education" but in broader community. He suggests that there be community education work councils, designed to serve as go betweens for matching student need with those of employers. The council would be composed of representatives of the schools, employers, labor unions, service organizations, the media, and the public at large (including its younger contingent). Although the author views such a change as having difficulties, he suggests that something of this nature is commended by three increasing imperatives: (1) to meet what will be a constantly worsening youth unemployment problem unless we can develop an "economics as if people mattered;" (2) to channel constructively the emergent force of increased citizen involvement in community affairs; and (3) to exploit the possibilities that lie in making the human experience a continuing opportunity for both learning and working. According to the author, a larger pluralism in the structure of education-work or vocational education policy seems to be the key to developing and using the limitless human resource which alone affords the prospect of economic and societal growth upon which the future depends. Audience questions and the author's answers to them follow the lecture script. (WL)

ED 131 267 CE 008 592

Simpson, Elizabeth J.

The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Jul 76

Note—12p.; Speech presented as one of a series of staff development lectures at the Center for Vocational Education, Ohio State University, Columbus, Ohio

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Delivery Systems, *Educational Alternatives, Elementary Secondary Education, Family Resources, *Family Role, *Home Instruction, Home Study, *Instructional Technology, Multimedia Instruction, Post Secondary Education, Speeches, *Supplementary Educational Centers, *Vocational Development

It is the role of those in the field of vocational education to become involved and help shape educational delivery to the needs and purposes of the learner. There is a need to recognize advances in media of communication, such as television and audio-video cassettes, that make possible a new role for the home as a learning center for vocational development since home study has the advantage of feasibility at all stages in the life cycle, at all social and economic levels, and in all geographic areas. A home-based system of education could provide for widely expanded choices of courses and curricula through a variety of instructional media designed to: (1) Reach young children who are developing concepts of work, leisure, occupational possibilities, (2) provide for training and retraining for occupational competency on the part of students, employed persons, homemakers and others, (3) help the older worker find new career direction, (4) develop competencies needed by both men and women for their roles as homemakers and family members, and (5) promote the personal development and sense of worth of persons of all ages. The home learning center concept deserves attention not only from vocational educators, but also from curriculum developers, educational technology specialists and research personnel, and home economists. (SH)

ED 131 272 CE 008 657

Exemplary Competency-Based Vocational Teacher Education Project: Vocational Business Education Component. Competency Identification Phase: Professional Competencies for Vocational Business Education Teachers in Florida. Series No. 4.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—76

Note—42p.; Pages 28-31 (the Table of Importance Ratings of Competencies by Business Education Teachers) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Business Education, *Business Education Teachers, Job Analysis, *Performance Based Teacher Education, *Performance Criteria, Program Development, State Surveys, Tables (Data), *Task Analysis, Teacher Certification, Teacher Education, Teacher Qualifications, Vocational Education, *Vocational Education Teachers

Identifiers—Florida

One of a series of nine reports of Project ACTIVE (*Attaining* Competence for Teaching in Vocational Education), this report focuses on identification and validation of professional competencies (skills) important to vocational business education teachers. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided. The competency identification phase of the vocational business education component (one of nine project components) is described including a literature review and expansion of 65 competencies identified in an earlier study to 92, which were then ranked in importance by 24 members of the Florida Chapter of Delta Pi Epsilon, an honorary graduate business education fraternity dedicated to research in the field of business education. The 92 competencies are listed in a table with their mean importance ratings and rank. Appendixes contain instruments used in the study and a 34-item bibliography. (TA)

ED 131 273 CE 008 667

REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.

South Portland School Dept., Maine.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—OEG-0-73-5305

Note—608p.; For related documents see CE 007 789 and ED 115 952

EDRS Price MF-$1.16 HC-$32.81 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Planning, *Curriculum Development, Curriculum Guides, Curriculum Planning, Educational Resources, *Elementary School Curriculum, Elementary Secondary Education, Guidance Services, *High School Curriculum, Instructional Materials, Language Arts, Learning Activities, Occupational Guidance, Post Secondary Education, Program Descriptions, Program Development, Resource Materials, *Vocational Development

Identifiers—Maine (South Portland)

A 3-year developmental program in career education for grades kindergarten through 14 (K-14) conducted by the South Portland, Maine schools is described in this report which also contains curriculum materials produced by the project. Goals are outlined for career awareness (K-6), career orientation and exploration (7-9), career preparation (10-12), and post high school program recycling (13-14). Revising curricula at the elementary and secondary levels and restructuring and revising guidance services in grades 7-12 are presented as major project goals. The document contains a summary of the report followed by the body of the report, which fully covers program objectives, design, procedures, and results and accomplishments. The six appendixes constitute the major portion of the document (537 pages) and provide (1) an outline of the career development design; (2) the final report of the Career Guidance Institute; (3) a human resource directory for teacher and student use called SIFTED (Shadowing, Interviewing, Field Trips, Talks, Educational Materials, Demonstrations); (4) a career awareness program (K-6) curriculum guide for elementary teachers (172 pages); (5) a language arts curriculum guide for grades 7-12 (222 pages); and (6) a secondary guidance handbook (40 pages). (TA)

ED 131 276 CE 008 687

Career and Vocational Education: 1975 State Activity. Draft Paper.

Education Commission of the States, Denver, Colo.

Pub Date—[76]

Note—82p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, *Educational Legislation, Educational Research, Indexes (Locaters), National Surveys, Program Descriptions, *Research Projects, Resource Guides, State Agencies, State Legislation, *State Programs, *Vocational Education

Identifiers—United States

Short summaries of State legislation, projects, and studies are included in this brief arranged in alphabetical order by state, with projects and studies identified as such. Index terms appear correspondingly in the right margins of each page as a guide to the subject of each item, as well as in the index, and a state-by-state guide is listed in the table of contents. All legislation listed in this brief has been enacted. The bill number and, when possible, statute number are noted in the left margin along with the state abbreviation. The booklet is the result of collecting education legislation and of the 1975 Survey of the States, a questionnaire survey of state education agencies, legislative service agencies, teacher organizations, and school board associations. The information is published as raw data. The survey instrument reproduced in the appendix is aimed at (1) validation of information collected and (2) additions to this collection. Most of projects and studies described contain the name and address of a resource person. State education agencies and legislative service agencies are listed in the appendix. (TA)

ED 131 277 CE 008 714

Whiteford, Emma B.

Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Report of a Study.

Minnesota Univ., St. Paul. Div. of Home Economics Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date—Aug 76

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Needs, *Exceptional (Atypical), Exceptional Students, Gifted, *Handicapped Students, Home Economics Education, *Home Economics Teachers, Low Ability Students, *Needs Assessment, School Surveys, State Surveys, *Teacher Attitudes

Identifiers—Minnesota

As Phase I of a Minnesota home economics curriculum improvement project, a study was conducted to determine the number of special needs students who were programmed into regular home economics classes in the State of Minnesota in 1976 and the extent to which secondary home economics teachers identified them and made provision for their needs. A questionnaire was sent to a stratified sample of 364 secondary teachers, and 298 responses were received. Of these, 260 or 71.4%, sent data which was analyzed systematically; free response was summarized from all of the 298 returns, which represent 81.9% of the sample population of Minnesota home economics teachers. The results provide information for use in teacher-training programs as increasing numbers of students are "mainstreamed" into regular programs instead of being provided for in segregated programs. A detailed description of the methodology, summary of major findings, and a selected reference list are included. Appendixes include the questionnaire used to survey home economics teachers, a list of modifications in home economics and/or space and equipment reported by the teachers, and lists of concerns of the teachers relative to special needs students in home economics classrooms. (Author/WL)

ED 131 280 CE 008 731

Mannebach, Alfred J., Ed.

Source Units Developed as Part of an Internship Program in Agriculture/Agribusiness.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—G-310-75-003-(504)

Note—64p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Agribusiness, Instructional Materials, *Skill Development, Teacher Developed Materials, Teaching Guides, Teaching Skills, *Vocational Agriculture

This guide includes 12 source units of instruction developed by teachers of vocational agriculture who participated in an internship program in agriculture/agribusiness, which was designed to up-date the knowledge and skills of teachers of vocational agriculture in their areas of teaching specialization and to develop source units of instruction based upon the experiences of the interns. Each source unit follows a common format which includes a situation, motivational questions, motivational activity, teacher objectives, content, materials and equipment needed, and references. The units cover (1) Dog Grooming, (2) Floral Arranging, (3) Marking and Tallying Forest Products, (4) Horsemanship, (5) Managing a Small Stable, (6) Establishing a Retail Produce Agribusiness by Wholesale Buying, (7) Harvesting Logs from the Woodlot, (8) Servicing and Maintaining Small Gasoline Engines, (9) Operating and Maintaining Chainsaws, (10) Equitation: Improving Riding Skills, (11) Maintaining Herd Health, and (12) Selling Farm and Garden Supplies. (WL)

ED 131 282 CE 008 870

Humphreys, Harvey

Bicycle Repair Course of Instruction. Final Report.

Pennsylvania School for the Deaf, Philadelphia.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—VT-103-202

Pub Date—Jun 75

Note—123p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum, Curriculum Guides, *Deaf, Job Analysis, *Multiply Handicapped, Occupational Surveys, *Repair, Special Education, Teaching Guides, *Trade and Industrial Education

Identifiers—*Bicycle Repair

Developed for an occupational training program in bicycle repair for the multiply-handicapped deaf student, this curriculum guide is organized around three levels of achievement each having a specific terminal objective and corresponding to a predetermined employment entry-level skill. Level I is a general service level; Level II, advanced service and general mechanical repair; and Level III, advanced mechanical repair and shop management. The course outline for all levels is presented in chart form. Examples of units of instruction are Tires, Tubes, Wheels, Frames, Brakes, Accessories, Crank Unit, Engineering Principles, and Shop Management. For each lesson topic within the unit, the teacher objective, student activity, and bibliographic reference are presented. Guidelines for implementing the course include lists of general student requirements and entry skills, facility description, and lists of tools, equipment, parts, and supplies. A bibliography contains both texts and reference materials. (The curriculum was developed from the results of a questionnaire survey of 15 local bicycle repair centers. The questionnaire consisted of a task inventory, and respondents were asked to indicate those tasks which students should be able to do correctly for entry-level employment.) Survey results and project forms are appended. (RG)

ED 131 283 CE 008 871

Davidson, Sandra

The Young Worker and the Law: A Guide for 14-18 Year Olds.

Pontiac City School District, Mich. Dept. of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-203

Note—46p.; For related documents, see CE 008 872 and CE 008 923-926

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Child Labor Legislation, Federal Legislat[illegible]ob Application, *Occupational Informatio[illegible]ource Guides, Secondary Education, Se[illegible]ary School Students, Wages, Working Hours, Young Adults, *Youth Employment

This guide was developed for young people who are employed or who are seeking employment. Written in an informal, easy-to-read style, it provides steps in obtaining employment and explains young people's rights and responsibilities as beginning employees. The contents provide information about social security requirements, work permits, wages, taxes, insurance, working hours, hazardous occupations, cooperative education, and work study. Sample work application and letter forms are also included along with a glossary of helpful terms. (NJ)

ED 131 284 CE 008 872

Guerber, Gaer C.

Youth Employment Laws: A Handbook for Supervisors of Young Workers.

Pontiac City School District, Mich. Dept. of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-204

Note—37p.; For related documents, see CE 008 871 and CE 008 923-926

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, *Child Labor Legislation, Cooperative Education, Education, *Employers, Federal Legislation, Instructor Coordinators, Labor Legislation, *Legal Responsibility, Minimum Wage Legislation, Resource Guides, *School Responsibility, Working Hours, *Youth Employment

Prepared by an attorney, this guide is intended for school personnel involved in the work placement of students. Pertinent youth employment laws are condensed and interpreted, providing a reference guide for both school personnel and employers. Information is provided about the Fair Labor Standards Act of 1938, the Hittle Juvenile Employment Act, minimum wages, hours of work, responsibility of the work coordinator, and non-paying work experience. Also included are answers to questions frequently asked by employers, work coordinators, and school administrators. (NJ)

ED 131 285 CE 008 873

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Four of Five Volumes. Appendix C.

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-205

Pub Date—14 Jun 76

Contract—OEG-0-72-4677

Note—346p.; For related documents, see CE 008 927-929 and CE 008 873-874

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Agribusiness, Behavioral Objectives, Career Awareness, *Career Education, Career Exploration, *Cognitive Tests, *Criterion Referenced Tests, Educational Research, Elementary Secondary Education, *Environmental Education, Item Analysis, Unit Plan, *Vocational Education

This volume of the report presents Criterion-referenced tests developed to assess student achievement in classes whose teachers did or did not use curriculum guides (developed in phase 1 of this project) for instructional decisionmaking. A total of 38 cognitive tests are included: 8 for career awareness units, 4 for career exploration units, and 26 for career preparation units in the areas of agricultural production and agricultural supplies and services. In addition, two affective tests, one for grades 4 through 6 and one for grades 7 through 9, assess the students' attitudes and appreciations concerning the world of work. A table follows each test which presents the correct test answers, results of the final item analysis, and test reliability. Information provided for each item includes relative difficulty, PHI coefficient, point biserial coefficient, and discrimination index. Tests in the career preparation units are preceded by a statement of student performance objectives for the unit. (RG)

ED 131 286 CE 008 874

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Five of Five Volumes. Appendix D.

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-206

Pub Date—14 Jun 76

Contract—OEG-0-72-4677

Note—423p.; For related documents, see CE 008 927-929 and CE 008 873-874

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—*Agribusiness, Behavioral Objectives, Career Education, *Cognitive Tests, Conservation (Environment), *Criterion Referenced Tests, Educational Research, *Environmental Education, Forestry, *Item Analysis, Ornamental Horticulture, Senior High Schools, Unit Plan, Vocational Education

This volume of the report presents criterion-referenced tests developed to assess student achievement in classes whose teachers did or did not use curriculum guides (developed in phase 1 of this project) for instructional decisionmaking. A total of 44 tests are included in the following career preparation areas: agricultural equipment and mechanics (8 tests), agricultural products–food processing (5 tests), ornamental horticulture (13 tests), agricultural resources (8 tests), forestry (6 tests), and environmental protection (4 tests). Each test is preceded by a statement of student performance objectives for the unit and is followed by a table which presents the correct test answers, results of the final item analysis, test reliability, and number of tests given. Information provided for each item includes relative difficulty, Phi coefficient, point biserial coefficient, and discrimination index. (Author/RG)

ED 131 287 CE 008 878

Using the "Dictionary of Occupational Titles" as a Source of Occupational Information.

Colorado State Univ., Ft. Collins. Curriculum Materials Service.

Report No.—VT-103-210

Pub Date—Jun 75

Note—67p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Individualized Curriculum, Instructional Materials, *Learning Activities, *Occupational Information, Programed Texts, *Resource Materials, Study Guides, Vocational Education

Identifiers—*Dictionary of Occupational Titles, DOT

This individualized instructional module is designed to instruct the learner in the use of volumes 1, 2, and 3 of the "Dictionary of Occupational Titles" (DOT), and its two supplements. It contains learning objectives, a pretest, a posttest, test and worksheet keys, and learning activities with accompanying worksheets. Appendixes contain additional explanatory material regarding use of the DOT. (NJ)

ED 131 288 CE 008 884

Robinson, James B. Hanjis, Anthony J.

A Standard Training Plan for Distributive Education Cooperative Work Programs. (Revised Spring, 1976).

Report No.—VT-103-216

Pub Date—Jun 76

Note—53p.; For a related document (earlier version) see ED 091 590

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Cooperative Education, *Distributive Education, Individualized Programs, *Job Analysis, Manuals, Occupational Information, *Records (Forms), Secondary Education, Student Evaluation, Task Analysis

Identifiers—Standard Training Plan, STP

Prepared to assist the distributive education work coordinator in using the Standard Training Plan (STP) for the cooperative program work assignments of students, this manual describes the development of the STP, provides instructions for its use, and discusses some specific problem areas. The author takes the approach that what is needed is a basic listing of areas most common to most distributive jobs, and a basic task listing common to each of these areas, with plenty of space provided for adding or deleting items, depending on the nature of the actual job under consideration. It is emphasized that with added input of the coordinator, the student, and the employer, the STP provided here should develop into an individualized plan consonant with the school program, the student's career objective, and the needs of the employer. Exhibits include (1) a complete reproducible set of STP parts which include a cover sheet, major work category sheets, and training plan sheet with job description; (2) copies of the 12 major work category sheets (Company Policies, Selling, Cash Register Operation, Other Sales Transactions, Product/Service Technology, Stockkeeping and Inventory, Reports and Records, Receiving and Checking, Marking, Display and Advertising, Other Specific Job Duties, and Career Development), each with task description lists and space for recording date and place of task completion; and (3) sheets containing job descriptions for 12 of the most commonly encountered jobs in distributive education. A bibliography is also included. (Author/RG)

ED 131 289 CE 008 894

Language Arts Curriculum Guide: Grades Seven-Twelve.

South Portland School Dept., Maine.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-226

Pub Date—Jun 76

Note—237p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Career Education, Course Descriptions, *Curriculum Development, Curriculum Guides, *English Curriculum, English Education, Grade 9, High School Curriculum, *Language Arts, *Learning Activities, Secondary Education, Teacher Developed Materials, Units of Study (Subject Fields), Vocational Development

Identifiers—Maine (South Portland)

This language arts curriculum guide for Grades 7-12 was developed by teachers as part of a 3-year career education project in South Portland, Maine. The process involved in revision of the English curriculum is described, and the sequential phases of the program for the junior high grades are given along with the goals for the career development design. The learning activities for the junior high level are presented for several of the U. S. Office of Education (USOE) occupational clusters with topic overview, objectives, resources, activities, and evaluation. Several outlines are presented for career units for Grade 9. Course descriptions for 35 high school English courses provide a statement of objectives, materials required, and course outline. (NJ)

ED 131 290 CE 008 898

Bray, Larry And Others

CAP: Career Assessment Program (To Be Used to Identify the Status of the Students' Post High School Career Plans; and to Provide Them with Counseling and Information Needed to Pursue Their Career Goals).

Clark County School District, Las Vegas, Nev.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-230

Pub Date—76

Note—50p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Planning, Counseling Programs, County School Systems, *Educational Opportunities, *Occupational Guidance, Secondary Education

Identifiers—*Federal Programs Career Education Project

The Career Assessment Program (CAP) is described as a uniform system by which students, with the aid of their counselor, will be able to assess the status of their post-high school educational and/or career plans. Included in the document is the career assessment form for high school seniors, guidelines for its administration and interpretation of results, and information sheets on the following topics: Business and technical schools, college planning, community college, correspondence study, employment sources, financial aid, independent business, labor unions, and military service. The information sheets present the major factors to be considered for each of the post-graduation options. (Author/RG)

ED 131 291 CE 008 904

Parsons, Ralph

Jacks–A Study of Simple Machines.

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-236

Note—49p.; Page 4 (text and diagram on the hydraulic press) will not reproduce well. For related documents, see CE 008 905-907 and CE 008 966

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Individualized Curriculum, Instructional Materials, Laboratory Experiments, Laboratory Manuals, *Learning Activities, Mechanics (Physics), *Physics Curriculum, Physics Instruction, Secondary Education, Study Guides, Vocational Education

Identifiers—*Jacks (Lifts)

This vocational physics individualized student instructional module on jacks (simple machines used to lift heavy objects) contains student prerequisites and objectives, an introduction, and sections on the ratchet bumper jack, the hydraulic jack, the screw jack, and load limitations. Designed with a laboratory orientation, each section consists of explanatory material with illustrative drawings, an experiment accompanied by a data sheet, suggested audiovisual materials, and review questions. (NJ)

ED 131 292 CE 008 905

Vocational-Technical Physics Project. Thermometers: I. Temperature and Heat, II. Expansion Thermometers, III. Electrical Thermometers. Field Test Edition.

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-237

Note—42p.; For related documents, see CE 008 904-907 and CE 008 966

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Individualized Curriculum, Instructional Materials, Laboratory Experiments, Laboratory Manuals, *Physics Curriculum, Physics Instruction, Secondary Education, Study Guides, Technical Education, *Temperature, Vocational Education

Identifiers—*Thermometers

This vocational physics individualized student instructional module on thermometers consists of the three units: Temperature and heat, expansion thermometers, and electrical thermometers. Designed with a laboratory orientation, experiments are included on linear expansion; making a bimetallic thermometer, a liquid-in-gas thermometer, and a gas thermometer; making, testing, and using thermocouples; comparing thermistors with ordinary materials, and calibrating a thermistor. Laboratory data sheets, illustrative drawings, review questions, student prerequisites, and objectives are also included in the module. (NJ)

ED 131 293 CE 008 906

Vocational-Technical Physics Project. The Alternator: I. Current Electricity, II. Magnets from Electricity, III. Electricity from Magnets, IV. Energy Conversion. Field Test Edition.

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-238

Note—72p.; For related documents see, CE 008 904-907 and CE 008 966

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Individualized Curriculum, Instructional Materials, Laboratory Experiments, Laboratory Manuals, *Physics Curriculum, *Physics Instruction, Secondary Education, Study Guides, Technical Education, Units of Study (Subject Fields), Vocational Education

Identifiers—*Alternators (Electric Generators)

This vocational physics individualized instructional student module on the alternator consists of the four units: Current electricity, magnets from electricity, electricity from magnets, and energy conversion. Designed with a laboratory orientation, the units present explanations of the concepts and experiments. Laboratory data sheets, illustrative drawings, review questions, student prerequisites and objectives, and lists of suggested audiovisual materials are also included in the module. (NJ)

ED 131 294 CE 008 907

Vocational-Technical Physics Project. Instructor's Manual. Field Test Edition.

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-239

Note—48p.; For related documents see, CE 008 904-906 and CE 008 966

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Individualized Curriculum, Laboratory Manuals, *Learning Activities, *Mechanical Equipment, *Physics Curriculum, *Physics Instruction, Secondary Education, Teaching Guides, Technical Education, Vocational Education

Identifiers—Alternators (Electric Generators), Jacks (Lifts), Thermometers

This instructor's manual in vocational physics consists of five modules: Jacks, Thermometers, The Alternator, The Pool Table, and The Radiator. It is an individualized approach, designed for use with accompanying student manuals on each of the individual modules. Each module in the instructor's manual consists of a general description plus an outline of student objectives, prerequisites laboratory exercises, equipment and supplies, audiovisual materials, tests, instructional strategies, and estimated completion time. Appended to the manual is more specific information about equipment and supplies, including sources of supplies and costs. Tests and keys for each of the modules are appended. (NJ)

ED 131 295 CE 008 919

Curtis, Ed

Forestry. A Curriculum Guide.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Report No.—VT-103-251

Pub Date—74

Note—455p.; Pages 9-B and 10-B (containing a key to the genera of Oklahoma trees), and 62-B (containing a conversion factor table), will not reproduce well due to small, faint type

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, *Forestry, Forestry Aides, *Learning Activities, Resource Materials, Senior High Schools, Tests, Transparencies, Unit Plan, *Vocational Agriculture

The curriculum guide was developed to prepare high school students for positions as forestry aides or for enrollment in higher education forestry programs. It provides a basic core of instruction in forestry in 20 instructional units grouped according to six areas: Orientation, Related Information, Forest Measurements, Forest Ecology and Siviculture, Forest Protection, and Forest Management. Each instructional unit includes behavioral objectives, suggested activities for teacher and student, information sheets, transparency masters, assignment sheets, job sheets, a test, and test answers. (Author)

ED 131 296 CE 008 921

Storm, George

Managing the Occupational Education Laboratory.

Report No.—VT-103-253

Pub Date—76

Note—225p.

Available from—Wadsworth Publishing Company, Inc., Belmont, California, 94002 ($12.00)

Document Not Available from EDRS.

Descriptors—*Administrative Principles, Administrator Guides, Class Management, Educational Facilities, Facility Planning, Industrial Arts, Laboratory Equipment, Laboratory Procedures, Laboratory Safety, Management, Resource Guides, *School Planning, *School Shops, Trade and Industrial Education, *Vocational Education

This guide for occupational educators deals with laboratory and instructional management on an interdisciplinary basis within the broad field of occupational education. The principles discussed are intended to be applied at all levels and in all types of laboratories. The text suggests effective ways of organizing laboratories so that students can best learn occupational skills. The book offers guidelines for selecting instructional equipment and materials, planning the budget, meeting demands for accountability in occupational education, developing positive safety attitudes, and planning new facilities. An instructional management competency is given at the end of each chapter along with discussion questions which relate concepts to actual tasks. There are seven major chapters: Equipment and Supply Selection, Facilities Planning, Material Control, Maintenance and Records, Safety, Organizing Personnel, and Budget Preparation. (NJ)

ED 131 297 CE 008 927

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume One of Five Volumes.

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-259

Pub Date—14 Jun 76

Contract—OEG-0-72-4677

Note—58p.; For related documents, see CE 008 927-929 and CE 008 873-874

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Agribusiness, *Career Education, Conservation (Environment), *Curriculum Development, Curriculum Evaluation, Educational Research, Elementary Secondary Education, *Environmental Education, Natural Resources, Program Descriptions, *Vocational Education

A two-phase project was designed to (1) provide curriculum guidelines in agribusiness, natural resources, and environmental protection for classroom teachers and others in education to facilitate the process of career education at K-12 levels (Phase 1) and (2) provide evaluative information concerning the curriculum guides by nationwide field testing (Phase 2). The procedures in Phase 1 involved four major task areas: (1) The identification of 400 specific occupations considered relevant for providing a basis for curriculum development, (2) a review of the state-of-the-art of curriculum development in these occupational areas, (3) the development and formative evaluation of 10 curriculum guides, and (4) the initial dissemination of the guides to the 50 states. Field testing of the guides (Phase 2) included three components: (1) Monitoring of teacher reactions to the guides' usefulness (2) monitoring dissemination policies and procedures for curriculum guides, and (3) assessing student achievement as a result of using the guides. Dissemination activities varied widely among the states, with greater effort made to disseminate the eight high school level career preparation guides. Responses from the 35 K-9 teachers were generally favorable, and reactions of the 137 vocational education teachers towards the career preparation guides was very positive. Specific conclusions and recommendations, along with a bibliography, are included in the report. (RG)

ED 131 298 CE 008 928

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Two of Five Volumes. Appendix A.

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-260
Pub Date—14 Jun 76
Contract—OEG-0-72-4677
Note—269p.; For related documents, see CE 008 927-929 and CE 008 873-874
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Agribusiness, Career Awareness, *Career Education, Career Exploration, Conferences, Conservation (Environment), *Curriculum Development, Curriculum Evaluation, Educational Research, Elementary Secondary Education, *Environmental Education, Job Analysis, Natural Resources, Program Descriptions, State of the Art Reviews, *Vocational Education

Materials relating to the curriculum guide development phase of this project are presented in this volume of the report. Included are a definition of agribusiness competencies; a listing of occupational advisory committee members; rating forms showing the level of education appropriate for job preparation in the occupations covered by the guides; a complete listing of the 526 documents reviewed (by program areas), and summary results of the document review conducted to determine the state-of-the-art of existing guides and to identify elements for inclusion in the project-developed guides; a final report detailing the development and evaluation of the two guides on career awareness and career exploration which were prepared by Eastern Illinois University for grades K-6 and 7-9; a listing of the 104 conference participants representing 48 states at the national conference held in May 1974 for the purpose of disseminating the guides; and the conference agenda. (RG)

ED 131 299 CE 008 929

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Three of Five Volumes. Appendix B.

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-261
Pub Date—14 Jun 76
Contract—OEG-O-72-4677
Note—203p.; For related documents, see CE 008 927-929 and CE 008 873-874
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Agribusiness, *Career Education, Conservation (Environment), *Curriculum Development, *Curriculum Evaluation, Educational Research, Elementary Secondary Education, *Environmental Education, Natural Resources, Questionnaires, *Vocational Education

Materials relating to the field testing of curriculum materials (developed in Phase 1 of the project) are presented in this volume of the report. Included are the information form requiring conference participants to indicate their tentative plans for curriculum guide dissemination; the correspondence and information forms to obtain names of prospective teachers to participate in the field test; names of participating teachers; the instrument used to obtain teacher reactions to the curriculum guides; results of an item analysis used to determine the reliability of each section of the instrument; correspondence with teachers concerning all aspects of the field test; results of the teacher evaluation; and comparison of the results of student pretest and posttest scores. (RG)

ED 131 300 CE 008 931

"Career Education" Junior High School Style. Final Report.

Alpine School District, American Fork, Utah.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-263
Pub Date—31 Dec 74
Contract—OEG-0-73-2916
Note—24p.; For related documents, see CE 008 932 and ED 118 937-939
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Awareness, *Career Education, Courses, *Curriculum Development, Junior High Schools, Learning Activities, Program Descriptions, School Districts
Identifiers—Alpine School District UT, Utah (American Fork)

The project described in this report developed a district-wide career education program for the junior high schools of the Alpine School District, American Fork, Utah. The objectives were to provide every student with opportunities to (1) learn about and experience career education concepts, (2) develop a career portfolio, and (3) have a career-oriented interview with their parents and a school counselor. All seventh grade students participated in a semester career education course and all eighth and ninth grade students completed a minicourse on career education. Curriculum materials were developed and revised during two summer workshops. Inservice activities took place during the school year at both the district and school levels. The problem area is defined, goals and objectives are enumerated, and procedures, results, and accomplishments are summarized in the report. Charts illustrate the project organization, the student portfolio design, student flowchart, and evaluation contract. (NJ)

ED 131 302 CE 008 933

Research and Development Project in Career Education. Final Report (South Carolina).

South Carolina State Dept. of Education, Columbia.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-265
Pub Date—Nov 74
Contract—OEG-0-73-2999
Note—314p.
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—*Career Education, Developmental Programs, Elementary Secondary Education, Pilot Projects, *Program Descriptions, *Program Evaluation, State Programs, Statewide Planning
Identifiers—South Carolina

Presenting a description of career education activities in the state of South Carolina, the document contains several separate reports which are organized into four major sections. Section 1 contains summary accounts of the administrative and technical activities accomplished by the South Carolina Department of Education Career Education Office, and of the two research and development projects in career education. Included in the materials appended to Section 1 are two annual evaluation reports of the projects by Ibex, Inc. The first is for Lexington School District 3, Batesburg-Leesville; the second for Spartanburg School District 5, Duncan. Both reports include results of student pretests and posttests as an indicator of program effectiveness. Section 2 is a brief account of the activities of the state career education office. Sections 3 and 4, detailing descriptions of the pilot projects in each of the above two school districts, were prepared to assist local district personnel in the planning, management, and administration of a successful career education program. These two sections (3 and 4) emphasize the identification of practical ways of implementing career education concepts; specific recommendations for similar projects are included. (Author/RG)

ED 131 303 CE 008 934

California Career Education Research and Development Project.

California State Dept. of Education, Sacramento. Career Education Task Force.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-266
Pub Date—May 75
Contract—OEG-0-73-2921
Note—299p.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Career Education, *Curriculum Development, *Demonstration Programs, Educational Development, Elementary Secondary Education, Federal Programs, Inservice Teacher Education, Program Descriptions, Program Evaluation, School Districts, School Systems, *State Programs
Identifiers—*California

For the 1973-74 school year the California Career Education Task Force decided that expanded activities would be most productively developed at six previously funded sites plus two additional sites. Since the eight project sites differed in geographic location, socioeconomic level, size, ethnic composition, and school organizational pattern, a wide range of promising career education practices evolved that may be useful in other communities and educational settings. Although project sites implemented a variety of activities, staff inservice training and curriculum development were activities common to all. Of the 800 curriculum products developed, more than 500 were validated for use by nonproject sites. The external evaluation conducted by Educational Testing Service reveals that the process objectives were carried out effectively at each site. Supplementary funds enabled each project site to solicit and acquire a long range commitment to career education by local boards and administration. Among those sites that differed in size and geographical location, the most difficulty in implementation was experienced by small school districts and at the secondary education level. The programs in the eight different sites are described individually and in detail (Camino Union Elementary School District, Covina-Valley Unified School District, Los Angeles Unified School District, Richmond Unified School District, Sacramento City Unified School District, San Diego County Office of Education, Santa Barbara City Elementary and High School District, Sanoma County Office of Education, and State Level Coordination and Dissemination). Administrative, guidance, and instructional implications derived from the project by the Task Force are outlined along with specific recommendations to the State Department of Education. (MF)

ED 131 304 CE 008 940

McClellan, Virginia B.

A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Report No.—VT-103-272

Pub Date—[75]

Note—101p.; Page 18, containing a diagram of the Model of an Effective Adult Educator, may not reproduce well due to faint, broken type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Education, *Adult Educators, Educational Research, Questionnaires, Statistical Analysis, Surveys, Teacher Qualifications, *Teaching Skills, Technical Education, Vocational Education

Competencies of an effective adult educator were identified by surveying a sample of administrators, coordinators, and instructors in the Wisconsin vocational, technical, and adult education system and a sample of adult educators at the University of Wisconsin-Stout. The tabulated results are reviewed in tables with the median and interquartile range given for the two groups of respondents. Results are presented by the adult educator competency areas of program planning, instruction, relationship with adult learner, relationship with peers and community, program coordinating, and evaluation. Also presented are results of a comparison of this study with a pre-existing one in adult educator competency identification done by the University of Northern Iowa. A model of an effective adult educator appears in narrative and graphic form. One-half of the report consists of appendixes which contain cover and followup letters, survey instruments, a list of adult educator competencies identified by Malcolm S. Knowles, cover letter and sample instrument used in the University of Northern Iowa Survey, and the questionnaire used at the Illinois Vocational Teachers Education Competencies Conference. (NJ)

ED 131 305 CE 008 942

Hilgendorf, Allen

A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Report No.—VT-103-274

Pub Date—[76]

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Educational Technology, Experimental Programs, *Individualized Instruction, *Information Systems, *Instructional Systems, Instructional Technology, *Learning Characteristics, *Models, Program Evaluation

A study was conducted to refine a model Computer-Managed Information System (CMIS) that provides learning prescriptions based on students' learning styles and to identify specific problems concerning its implementation in other time-sharing environments. During the 1974-75 academic year, the CMIS that was constructed and tested the previous year at the University of Wisconsin-Stout was developed and refined. Visits with personnel in two vocational technical and adult education districts, and other contacts, revealed that considerable differences in computer software and stages of development of computer usage would restrict the implementation of the model. Efforts to promote the management of instruction based on learning styles should proceed according to the unique constraints at each computing environment and should include an initial emphasis on information storage and retrieval. The report includes objectives for an inservice course for teachers, a list of references, and a sample of the output from the system. (Author/RG)

ED 131 306 CE 008 946

College Curriculum for Correctional Instructional Personnel.

EPD Consortium C, Houston, Tex.

Spons Agency—Texas Education Agency, Austin.

Report No.—VT-103-278

Pub Date—[75]

Note—48p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*College Curriculum, *Correctional Education, Curriculum Research, *Educational Needs, *Prisoners, Psychological Needs, School Surveys, State Surveys, Student Attitudes, Student Needs, Teacher Attitudes, *Teacher Education Curriculum, Vocational Education

Identifiers—Texas

The project objective was to gather data for the purpose of identifying the scope and sequence of activities needed by instructional personnel in Texas correctional settings to meet the needs of students in a multidisciplinary setting. Six questionnaires were developed and administered to seven different sample groups: inmates, parolees, teachers, institutional support personnel, college professors and teachers of inmates, and selected college professors and institutional personnel. The report includes a chart representing the results of all data collected, listing the topics in rank order of interest as chosen by inmates, parolees, institutional instructors, and support personnel. Also resulting from the survey is a list of specific courses with concepts to be developed: human relations, criminology, health education, social problems, communication skills, Spanish, psychology of personality, economics, psychology of adult learning, abnormal psychology, social psychology, and vocational psychology. Appended to the report are four questionnaires indicating total number of responses from parolees, inmates, teachers, and institutional support personnel. Also included is a list of concepts which, according to the survey, instructors in an institutional setting should exhibit and be able to teach. (NJ)

ED 131 307 CE 008 951

Statewide Survey of Current and Future Employment Levels of Licensed Dental Hygienists.

Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-283

Pub Date—74

Note—71p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Dental Hygienists, *Educational Needs, Employment Projections, *Manpower Needs, Research, State Surveys, Tables (Data)

Identifiers—Texas

Using self-reporting instruments, a survey of 1,539 hygienists and 4,786 licensed dentists was conducted to determine (1) the current and future needs for trained dental hygienists in the state of Texas, (2) the relation of need for trained hygienists to geographical area, and (3) the implications for curtailment of programs by area. The information gathered from the survey was transferred to a master computer file and reports were generated printing the frequency distribution of responses and the percentage of responses by item. From the survey results, it was noted that training programs for dentists at both the predegree and postdegree levels in the use of dental auxiliaries and expanded functions should be strongly considered; and that a complete audit of the program for dental hygienists and the followup of the graduates of these programs should be considered immediately to determine the product accountability and continued contribution of trained hygienists to the profession. Appendix A is a sample of the hygienists survey form. Appendix B contains tables of selected characteristics and information contained in the master computer file. (SH)

ED 131 308 CE 008 952

Cooperative Education for the American Indian in Dallas County. Mountain View College. Dallas County Community College District.

Dallas County Community Coll. District, Tex.- Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-284

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*American Indians, *Community Colleges, *Cooperative Education, Junior Colleges, Models, Program Descriptions, Student Needs, *Urban Education, Urban Population, *Vocational Education

Identifiers—Texas (Dallas County)

This project developed and tested the feasibility of a cooperative educational model for the urban Indian in a community college setting. Recruitment and identification of participating students were conducted by a task force through contact with Indian organizations, churches, and informally. The report includes a discussion of the importance of counseling, the special problems facing the Indian student, and the response of some of the Dallas area employers. Included also is a brief general description of the employment status and career goals of the students as well as a profile of American Indian students in the Dallas County Community College District colleges. Based on the stated needs of the Indian students and of those who expressed interest in more education, the following prescriptions were developed for a model: (1) The work experience should be a paying job equal to an entry-level position, (2) the course work should be flexible enough to allow adaptation to work schedule, (3) all co-op activities should be coordinated, and (4) the program should contain a career exploration component. (NJ)

ED 131 309 CE 008 953

Research Project in Vocational Nurse Education. Final Report.

South Plains Coll., Levelland, Tex.

Spons Agency—Texas Board of Vocational Nurse Examiners, Austin.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-285

Note—85p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Curriculum, *Curriculum Development, Guides, Health Occupations Education, Pilot Projects, Post Secondary Education, Practical Nurses, *Practical Nursing, Program Descriptions, Program Evaluation, *Program Planning, Records (Forms), Resource Guides

Identifiers—Texas

This pilot project, primarily concerned with upgrading licensed vocational nurse (L.V.N.) training in Texas, developed a program designed to increase L.V.N. training program productivity. The report lists the program objectives, presents the philosophy, and describes the basic program structure, and the classroom, lab, and clinical curricula. A brief statement evaluates the program according to student performance. It is noted that various individuals connected with the program considered the participating students to be better trained and better qualified than students in previous traditional courses, as verified by positive conclusions drawn from the test results of the state examination. A hospital training manual, developed to furnish information to the hospital concerning hospital and college responsibilities, is appended to the report. The appendixes cover the major portion of the document and contain student application forms and summary record, hospital and training records, cooperative agreement of affiliation, recommended clinical and ward conferences, classroom and laboratory curriculum, and lists of laboratory equipment, library and resource materials, and audiovisual materials. (NJ)

ED 131 310 CE 008 963
Research and Analysis of Competencies Needed by the Bilingual Teacher Aide.
Mesa Community Coll., Ariz.
Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.
Report No.—VT-103-295
Pub Date—Apr 76
Note—106p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Bibliographies, *Bilingual Teacher Aides, *Educational Needs, Educational Research, Elementary Education, *Job Skills, Job Training, Personnel Evaluation, Program Descriptions, *Task Analysis
Identifiers—Arizona

A study identified competencies needed by a bilingual teacher aide in an elementary school program. The methodology involved (1) use of task analysis in the form of a 341-item questionnaire, which was disseminated to 131 bilingual teacher aides in Arizona to determine both the difficulty and frequency of their tasks, (2) chi-square tests for significance of the bilingual teacher aides' background data and areas of task performance, (3) structured interviews with 40 bilingual teacher aides, (4) structured interviews with their 40 monolingual supervising teachers (conducted separately), and (5) a review of the literature. Results showed that the bilingual teacher aides are specifically unprepared to perform in the very areas for which they were employed. Courses are recommended and described on the basis of the skills which appeared to be most important to the performance of essential tasks within the bilingual classroom. A bibliography, intended as a guide for teacher aide trainers, is included to facilitate the development of appropriate materials. Recommendations for more effective screening and placement, and for state certification are offered. The research questionnaire is appended along with tables presenting chi-square analysis of the data. (Editor/NJ)

ED 131 311 CE 008 964
Holcomb, John W. And Others
Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States.
Texas A and M Univ., College Station. Dept. of Agricultural Education.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No.—VT-103-296
Pub Date—Aug 75
Note—50p.; Pages 37 through 39, containing illustrations for parts of the horse, ideal stock horse conformation, and a student activity, will not reproduce well due to faintness of photographs
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agribusiness, *Agricultural Education, *Agricultural Production, Animal Science, Curriculum Planning, *Horses, *Job Analysis, *Job Skills, Research, Task Analysis

Competencies necessary for entry and advancement in horse production were determined by a survey of 46 people in the horse production industry from the nine leading horse production states other than Texas. A preliminary listing of competencies was developed from a review of the literature and a survey of leaders in agricultural education. The 46 respondents in the horse production industry rated each specific competency in terms of the relative importance associated with employability at the entry and first advancement levels. Responses were summarized in table form, indicating the number of responses for each degree of relative importance, the number not responding, and the weighted mean for each duty, general competency, and specific competency. The relative importance of 167 specific competencies and five general competencies for horse production were rank ordered with the weighted mean given for each. Appendixes contain membership lists of the advisory and validating committees, the number of respondents from the ten leading horse production states, a rank order of horse production duties with component general competencies rank ordered within the duty, and examples of curriculum materials developed to support a single horse production specific competency statement. (NJ)

ED 131 312 CE 008 965
Holcomb, John W. And Others
Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
Texas A and M Univ., College Station. Dept. of Agricultural Education.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No.—VT-103-297
Pub Date—Aug 75
Note—44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agribusiness, *Agricultural Education, *Agricultural Production, *Crop Processing Occupations, Curriculum Planning, *Job Analysis, *Job Skills, Research, Task Analysis
Identifiers—*Cotton Production

The competencies necessary for entry and advancement in cotton production were determined by surveying people in the cotton production industry from nine of the ten leading cotton producing states. A preliminary listing of competencies was developed from a review of the literature and from a survey of specialized personnel in soil and crop sciences. The 43 respondents, identified by state directors of agricultural education, rated each specific competency for cotton production in terms of the relative importance associated with employability at the entry and first advancement levels. Responses were summarized in table form, indicating the number of responses for each degree of relative importance, the number of people not responding, and the weighted mean for each duty and specific and general competency. The relative importance of 158 specific competencies and two general competencies for cotton production were rank ordered with the weighted mean given for each. Appendixes contain membership lists of advisory and validating committees, the number of respondents from the ten leading cotton producing states, a rank order of cotton production duties with component general competencies rank ordered within the duty, and a cotton production employee job description. (NJ)

ED 131 313 CE 008 966
Parsons, Ralph
The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.
Forsyth Technical Inst., Winston-Salem, N.C.
Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.
Report No.—VT-103-298
Pub Date—30 Jun 76
Note—43p.; For related documents, see CE 008 904-907
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Audiovisual Instruction, *Curriculum Development, Curriculum Evaluation, *Individualized Curriculum, *Physics Curriculum, Pilot Projects, Program Descriptions, Program Evaluation, Reading Level, Student Attitudes, Teacher Attitudes, *Vocational Education

This report describes a project to develop and test a number of individualized vocational physics modules designed to be laboratory-oriented, written at the lowest reading level, and supplemented with audiovisual materials. The report includes descriptions of the procedures used to develop, pilot test, and disseminate the materials. Each of the five developed modules (on Jacks, Thermometers, The Alternator, The Pool Table, and The Radiator) and the 15 sound/slide programs are described. Tabulated results of the student and instructor evaluation of the materials appear in tables. Evaluation results presented include the following: (1) Interviews with students and instructors and the evaluation data indicated that the materials are a worthwhile departure from traditional physics, (2) high initial student interest supported the contention that the vocational education student prefers an application-oriented approach, and (3) on the negative side, it was found that the materials do not adapt well to traditional classroom techniques and that instructors without appropriate backgrounds have difficulty with some of the modules. Appendixes consist of student prerequisites and objectives for the five modules and the student and instructor evaluation checklists. (NJ)

ED 131 314 CE 008 967
Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Personnel. Final Report.
EPD Consortium D, Richardson, Tex.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No.—VT-103-299
Pub Date—[75]
Note—25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Counselors, Educational Research, *Job Analysis, Performance Based Teacher Education, Program Descriptions, State Surveys, *Task Analysis, *Vocational Directors, Vocational Education, *Vocational Education Teachers
Identifiers—Texas

This final report describes a research project to identify tasks actually performed by vocational-technical personnel in Texas. The primary objectives of the study were to differentiate tasks and subtasks from competencies identified in earlier studies and to determine the relative amount of time spent on each identified task in order to develop a competency-based education program for preparation of vocational-technical personnel. Methodology involved having a panel of experts to translate the competencies validated earlier into tasks and subtasks, then using appropriate questionnaire methodology to obtain data from a representative sample of vocational-technical teachers, administrators, and guidance personnel in the State. Complete findings of the study are presented in three separate volumes. This report describes planning and management considerations, the population, instrument development, data collection, and statistical analysis procedures, and also presents the summary and conclusions. Frequency tables present data concerning the number of respondents according to age categories and program area. (Author/NJ)

ED 131 315 CE 008 974
Rogers, Richard A.
Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
Western Wisconsin Technical Inst., La Crosse.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-306
Pub Date—30 Jun 76

Contract—OEG-0-73-5297
Note—189p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Adult Education, *Career Education, Career Planning, Continuous Learning, *Delivery Systems, Developmental Programs, Elementary Secondary Education, Inservice Teacher Education, *Outreach Programs, Post Secondary Education, *Program Evaluation, Resource Centers, *Rural School Systems
Identifiers—Wisconsin

This report details the accomplishments and major activities of a 3-year career education project serving more than 186,000 individuals within the Western Wisconsin Vocational, Technical, and Adult Education District. Basic to the project design is the establishment of five career centers which provide a wide variety of career information and services. The document contains a summary report, final and quarterly reports from each of the five area coordinators, and the third party evaluation. The data, analyses, and conclusions are presented in a determination of whether each of the 11 objectives of the project had been met. The evaluators concluded that the project had a number of significant impacts during the three years it was operational, and had achieved its objectives in terms of establishing a comprehensive learning system, expanding resources and services, and making career education accessible to residents of the district. Students showed progress in self awareness, knowledge of work, and career decisionmaking; community awareness of available programs and opportunities also increased. Appended to the evaluation report are the work statement for the evaluation and survey instruments. (RG)

ED 131 316 CE 008 977

Changing Trends in the Plans of High School Seniors. Comparisons of the Educational, Employment and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975. Manpower Report 76-1.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Report No.—VT-103-309
Pub Date—1 Mar 76
Note—102p.; For a related document see CE 008 978
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Career Choice, *Career Planning, *Comparative Analysis, *Educational Trends, Grade 12, High School Students, Secondary Education, *Seniors, State Surveys, Tables (Data)
Identifiers—*Indiana

In this study, efforts are made to report related data, gathered through questionnaires, which reflect plans of high school seniors over the past decade. Information presented should provide some valuable insights for improved policy-making, planning, and administration. The first chapter explains the purposes of the report and the sources of data and related publications. Chapter 2 presents the comparisons between classes of the characteristics of high school seniors, including sex, race, type of program (course concentration), grade average, and size of community. The characteristics of the head of household are described in chapter 3; these include relationships (i.e. father, mother, other), educational level, and occupation. The comparisons and developing trends of seniors' educational and employment plans after graduation from high school, and their career or occupational choices are described in chapter 4. The plans of high school seniors who do plan to continue their education are presented in chapter 5. Chapter 6 is devoted to information concerning those seniors who plan to delay the continuation of their education for six months or longer after graduation from high school, and to those who do not plan to enroll in an educational program in the future. Selected characteristics for special groups and interrelationships are presented in chapter 7 (e.g. seniors' plans after graduation and how these plans vary between seniors by sex, race, grade average, etc.). The most distinct trend identified throughout the study is the increasing proportion of students who plan immediate employment. (SH)

ED 131 317 CE 008 983

Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record.

Texas Univ., San Antonio.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No.—VT-103-315
Pub Date—Feb 76
Contract—62350191
Note—25p.; For a related document, see ED 122 939; Prepared within the College of Multidisciplinary Studies
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Ladders, *Child Care Workers, *Day Care Programs, *Job Analysis, *Occupational Information, *Paraprofessional School Personnel, Preschool Teachers, Records (Forms), Worksheets
Identifiers—Texas

This booklet contains 10 job descriptions formulated from an analysis of the job performance of 684 workers in Texas day care centers. Five of the job descriptions are teaching positions while the other five are considered administrative. Each of the job descriptions, as well as the career progression and individual training records, are defined in terms of the tasks performed under each of nine major duties. The duties are defined according to the number of tasks performed which account for 90% of the work time of the job incumbents for any of the 10 basic jobs. In addition to the 10 job descriptions, the nine duties, together with the tasks performed, are furnished in worksheet format to be used by directors, supervisors, or individuals in the development of the career progression process. Primary tasks within each of the teaching cluster groups are identified and an additional column is provided for indicating tasks for any other job cluster group. Space is also provided within each box to enable the participant to indicate accomplishment. (Author/NJ)

ED 131 318 CE 008 984

Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.

Texas State Dept. of Corrections, Huntsville. Windham School District.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No.—VT-103-316
Pub Date—30 Jun 75
Note—136p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Correctional Education, *Correctional Rehabilitation, Followup Studies, *Prisoners, Program Evaluation, *Vocational Education, *Vocational Followup
Identifiers—Texas, Windham School District

In the second year of an indepth evaluation of the vocational training offered to inmates of the Texas Department of Corrections, personal interviews were held with random samples of three treatment groups from the inmates released during the calendar year 1973. One group were graduates of the Windham School District Vocational Training courses; others were graduates of other vocational training or a work furlough program; and the fourth group, with no vocational training, served as a control. Response from the former inmates was low, with only 63 interviews conducted. An additional 24 interviews were obtained with reincarcerated subjects. Based on results of the survey, the recommendations offered include: (1) Placing the released offender in a job related to his training, (2) continuing evaluation of the vocational training programs offered, and (3) instruction in areas related to employment, such as money management and interpersonal development. A bibliography, the survey instrument, and correspondence are included. Part 2 of the report describes the methodology of the followup program and presents a comparison of the results of the 1973 and 1974 surveys. (RG)

ED 131 319 CE 008 986

Community College and Local Rural Secondary Schools Cooperative Career Assessment and Exploration Program. Final Project Report.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-318
Pub Date—[75]
Contract—OEG-0-74-1739
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Education, Comparative Analysis, *Mobile Educational Services, *Program Evaluation, Rural Schools, Secondary Education, *Vocational Followup
Identifiers—Des Moines Area Community College, Iowa

This report summarizes the followup and evaluation component of a project to establish and assess the effect of a mobile career exploration center in the rural school systems of the Des Moines Area Community College District. Methodology involved comparing the experimental group of 223 students who participated in the career exploration program with a control group of 100 students. Data collection included the use of the Ohio Vocational Inventory Survey, project staff summaries of each student's involvement in career exploration activities, and a followup survey. Factors included in the evaluation were (1) correlation of job selection or educational program selection with the assessment process, (2) job or educational program changes within six months of graduation, (3) relationship of stated vocational goals with aptitude test results, and (4) relationship of aptitude test results and areas explored for the experimental group. Findings indicated that participants tended to enter postsecondary education at a substantially higher rate than controls, the rate of entering the same area of employment or continuing education as stated occupational preference was nearly equal for the two groups and was much higher than the rate for the highest interest score outcomes, and participants had a lesser tendency to switch educational program enrollment or employment within six months of graduation. The annual report summarizing the demonstration component of the project is appended. (Author/NJ)

ED 131 320 CE 008 987

Gutcher, G. Dale

A Study of Structured and Non-Structured Work Experience Programs in Texas. Final Report.

Texas A and M Research Foundation, College Station.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No.—VT-103-319
Pub Date—Mar 76
Contract—OEG-0-74-1707
Note—84p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Colleges, *Comparative Analysis, *Cooperative Education, Educational Research, *Program Evaluation, Task Analysis, *Task Performance, Vocational Education, *Work Experience Programs
Identifiers—Texas

This study sought to compare the relative values of the structured and unstructured approaches to the work experience portion of cooperative education programs with the additional objective of preparing guidelines for developing the structure of a work experience. A total of 32 students, 16 experimental and 16 control, from four Texas Community Colleges participated in the study. Four occupations, for which the National Occupational Competency Testing Institute (NOCTI) had prepared examinations, were selected. Competencies were identified for each occupation and the work experience was structured, based primarily on the identified competencies. All students were administered the appropriate NOCTI test as a pretest and assigned to training stations, where control students participated in a traditional unstructured work experience and experimental students participated in a work experience structured around the occupational competencies. At the end of four months all students were administered the NOCTI examination as a posttest. The conclusion showed that a more structured approach is more effective in teaching occupational competencies since students receive occupational knowledge at a higher, more consistent level. Lists of preliminary competencies are appended for air conditioning and refrigeration, printing trades, drafting, and auto mechanics. (Author/NJ)

ED 131 321 CE 008 988

Pestle, Ruth

A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report.

Oklahoma State Univ., Stillwater. Div. of Home Economics.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-320
Pub Date—Apr 76
Contract—OEG-0-74-1711
Note—152p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Cooperative Education, *Disadvantaged Youth, *Occupational Home Economics, Role Models, Secondary Education, *Vocational Adjustment, Vocational Education
Identifiers—Oklahoma (Oklahoma City), Oklahoma (Tulsa)

A pilot project implemented a role-model approach to job transition for disadvantaged cooperative home economics students in Tulsa and Oklahoma City, Oklahoma. From 1974 through 1976, 21 students in four urban high schools were matched with role models on the job. Sixteen of these students retained their jobs. The matches included many different combinations of people of different ages, races, and sexes (a description of the strategies, benefits, and problems encountered during the matching process is included in the report). The students expressed increased self-confidence and satisfaction with supervision, and employers saw gains in students' suitability for the job, acceptance of supervision, and attitudes toward the public. All employers planned to continue the matching process after the research ended. The problems incurred included a scarcity of jobs, employer reluctance to hire disadvantaged students, unavailability of students for work at hours when needed, need to keep racial balance in businesses, and lack of transportation. Case studies of participating students, project evaluations from teacher-coordinators, employers, and role models, and tabular data summaries provide additional information. (Author/AB)

ED 131 322 CE 009 008

Project RACE: Research Activities for Career Education. Final Report.

Weatherford Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-340
Pub Date—30 Jun 76
Contract—OEG-0-73-5306
Note—137p.; For a related document see CE 009 009
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Career Awareness, *Career Education, Career Exploration, Elementary Secondary Education, Job Placement, *Program Descriptions, Vocational Followup
Identifiers—*Project RACE

Activities and accomplishments of a 3-year K-12 career education project are described. Components of the project were career awareness (grades K-7), occupational investigation (grade 8), exploratory and employability skills (grades 9-12), guidance and counseling, and placement and followup. Accomplishments of the last year of the project included revision of teacher-developed curriculum guides and materials, expansion and refinement of the staff-developed occupational information system, and expansion of two components to include additional grades. Appendixes, covering over half of the document, include results of teacher surveys, a listing of elementary guidance materials, project forms, and materials from a minicourse on employability skills for high school students. Student handouts from the minicourse consist of a course outline, sample forms, information relating to the job interview, and a bibliography. (RG)

ED 131 323 CE 009 010

Elson, Donald E.

Vocational Education Program Evaluation Project. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-342
Pub Date—Jun 76
Note—73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Evaluation Methods, Literature Reviews, *Program Evaluation, Question Answer Interviews, Questionnaires, *School Visitation, State of the Art Reviews, *Vocational Education
Identifiers—Virginia

Procedures and guidelines for use by visitation teams were developed and field tested to determine appropriate activities for such teams in the evaluation of vocational education programs in Virginia, and to expand and improve the annual local evaluation as a self-evaluation procedure. A review of the literature was conducted to determine the state-of-the-art from which preliminary guides were developed for conducting onsite evaluations. The annual local evaluation guidelines were revised and distributed to all school divisions. The major portion of the report consists of appendixes which contain the project-developed literature review for onsite evaluation, the general outline of activities for visitation team evaluation, the visitation team interview guide, and the annual local evaluation procedures, forms, and guidelines. (NJ)

ED 131 324 CE 009 013

Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-345
Pub Date—Jun 76
Note—190p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Adult Vocational Education, Graduate Surveys, Guides, *Management Information Systems, Records (Forms), State Programs, Student Characteristics, *Student Enrollment, *Student Records, *Vocational Followup
Identifiers—Virginia

A l-year project to improve and expand the vocational management information system for Virginia (VEMIS-V) is described in this summary report. Seven objectives were established to accomplish this goal, and results are reported for each of these objectives. An evaluation of the Vocational Education Reporting System (VERS) followup indicated that the procedure and data provided by the system are meeting the needs of the local school divisions. It was recommended that the system be continually evaluated and that additional ways for using followup data to improve vocational programs at the local level should be explored. Appended to the report are the revised 1975 teacher's guide, the revised 1976 teacher's guide, results of a survey of administrators to determine the adequacy of the information obtained, and results of student followup surveys for 1973-74 and 1974-75. The followup surveys present information about the current status of former students in seven vocational programs, as well as their perceptions of their training and their school. (RG)

ED 131 325 CE 009 015

Coordinated Effort for Career Education. Final Report.

Grayson County Coll., Sherman/Denison, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—1 Jul 76
Contract—OEG-0-73-5309
Note—204p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, County Programs, Elementary Secondary Education, Junior Colleges, *Occupational Guidance, *Program Descriptions, *Program Evaluation
Identifiers—Texas

Described in the report are the activities and accomplishments of a 3-year K-14 career education project serving over 21,000 students in 12 independent school districts, one parochial school, and a junior college. The project was composed of six components: Planning and implementation, occupational awareness (K-6), occupational investigation (grade 8), career exploration (grades 9-10), intensive group guidance for high school students, and placement and followup. For each of the components, a description of the program, goals and objectives, strengths and weaknesses, and future recommendations are presented. The third party evaluation by Educational Evaluations and Related Services is included in the document. An analysis of each component's accomplishments in terms of the stated objectives provides a measure of the success of the component. Ratings of staff and student achievements by project staff, counselors, school administrators, and other involved personnel are presented. Although the project was discontinued after the third year, superintendents have made applications for regular units to continue the exploration and investigation activities. Project forms and correspondence are appended. (RG)

ED 131 326 CE 009 017

Goodwin, Margarette Y., Comp.

Promoting Educator Contributions to Colorado's Vocational Education Curriculum Materials Development Efforts: Selected Papers and Synopses of Remarks Presented at the Curriculum Materials Development Workshop. Interim Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-349
Pub Date—31 Dec 75
Note—192p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Administrator Role, Conference Reports, *Curriculum Development, *Instructional Materials, *Material Development, Systems Approach, *Vocational Education, Workshops
Identifiers—Colorado

This compilation of 14 papers presented at a curriculum materials development workshop for vocational educators includes the following topics: "Curriculum Concepts" by William D. Woolf, "Systems Approaches to Curriculum Development in Vocational Education" by James E. Wall, "Instructional Materials Laboratory: University of Missouri-Columbia" by Amon Herd, "Administrative Commitment Facilitates Curriculum Development for Vocational Education" by Arch Alexander, "Just About the Time I Think I Can Make Ends Meet–Somebody Moves the Ends!" by Ann Benson, "North Dakota Vocational Education Curriculum Development Plan" by Donald Eshelby, "Colorado Efforts for Vocational Education Curriculum Materials Development" by Wiley B. Lewis, "Standard Characteristics of Vocational Education" by Darrell L. Parks, "Workshop Scenes" by Leonard Nasman, "Implications of Copyright Laws for Education" by Edwin L. Spangler, Jr., "Systems Approach to Curriculum Development–Role of institutions and Individuals" by Milton E. Larson, "Roles in Curriculum Materials Development–A Perception" by Joe Nichols, "Perceived Roles in Curriculum Materials Development" by Harold Wallace, and "National Overview–Curriculum Materials Development" by William Berndt. Names of workshop participants and the agenda are appended. (RG)

ED 131 327 **CE 009 039**

Kaas, Duane Kahler, Alan A.

Competencies Needed by Workers in Horticultural Occupations.

Iowa State Dept. of Public Instruction, Des Moines. Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-371

Pub Date—75

Note—469p.; Pages iii (Foreword), v (Table of Contents), and Table 30 (Nursery Production Employee Competencies) on page 235 may not reproduce well due to faint, broken type

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—Horticulture, *Job Analysis, *Job Skills, Occupational Information, Occupational Surveys, *Ornamental Horticulture Occupations, State Surveys, Tables (Data), *Task Analysis

Identifiers—Iowa

This study was undertaken to identify occupational areas in the horticultural industry and to identify, describe, and categorize the mental and physical skills needed by workers in horticultural occupations. Competency lists were developed for these occupational areas: arborist services, farm and garden supply centers, golf course management, greenhouse production, landscape services, nursery production, park and highway management, retail florist, and wholesale florist. A survey instrument incorporating the competencies was administered to 1,435 Iowa horticulture employees with a response rate of 36%. Data are presented in two parts. Part 1 contains information relative to occupational areas in each of the nine categories and the number of persons employed in each. Geographic distribution of businesses from which responses were received is also provided. Part 2, covering the majority of document, consists of tables which summarize the competencies performed by workers in each of the nine areas. Data are presented in the two broad categories of management and sales and labor. The tables list the tasks and indicate performance frequency by number of employees and by overall percent of employees. (NJ)

ED 131 328 **CE 009 047**

Miller, Harry

Implementation of the Occupational Cluster Concept–A Curriculum Tool for Improving Career Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.

Calhoun Area Vocational Center, Battle Creek, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-379

Pub Date—Jul 76

Contract—G05-75-00047

Note—297p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Area Vocational Schools, Career Education, *Career Planning, *Curriculum Development, Delivery Systems, Educational Diagnosis, Elementary Secondary Education, *Job Skills, *Occupational Clusters, Post Secondary Education, Program Evaluation, Student Evaluation, *Vocational Education

A detailed description is presented for the first year efforts of a 3-year project to demonstrate the application of the cluster concept as an organizational technique to facilitate the delivery of career development skills and occupational preparatory skills instruction. The major product components of the project are (1) a management model, (2) an internal process evaluation, (3) the clustering of vocational/technical curriculum, (4) support components, (5) a career development curriculum, (6) placement services and skills, and (7) career cluster integration, dissemination, and K-14 articulation. Accomplishments during the first year were largely planning and developmental in nature, and concerned management design, instructional strategies, staff training, and curriculum development. The third party evaluation by Carkhuff Associates is included in the document. The results of the compilation of base rate data for evaluation purposes are reported, along with summary statements regarding other major project concerns. The evaluators concluded that the project has effected a solid management base, staff receptivity to project goals, and commitment to training. Appendixes, comprising about half the document, include specific objectives for achieving project goals, anticipated outcomes for junior high, senior high, and area vocational students, and student career development survey forms. (Author/RG)

ED 131 329 **CE 009 048**

Strate, James W. Brorson, Bruce

A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; North Dakota Univ., Grand Forks.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-380

Pub Date—1 Jun 76

Note—71p.; Pages 31 and 32 of appendix A may not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum Development, *Distributive Education, *Distributive Education Teachers, Educational Facilities, *Inservice Teacher Education, Preservice Education, Research Projects, School Surveys, *Simulated Environment, *Teaching Skills

The research project focused on the utilization of the model-school store as a distributive education learning laboratory. Objectives were to: (1) Determine the competencies required of teacher-coordinators, (2) determine the instructional materials and equipment needed, (3) develop a model-school store curriculum for secondary education, and (4) provide a model-school store learning laboratory for teacher-coordinators. Based upon a literature review and advisory committee recommendations, 226 teacher-coordinator competencies (developed by Lucy Crawford) were all accepted as essential, and state supervisors of distributive education were contacted for information about programs in their state. Seventy teacher-coordinators responded to a questionnaire survey regarding the operation of the model store at their school. In addition, 30 personal interviews on employment skills were conducted with local business personnel. A major survey finding was that state supervision had the greatest impact on the implementation of model-school stores. Specific recommendations are offered for preservice and inservice training of teacher-coordinators. Appended are the correspondence and survey instruments, Crawford's list of competencies, a distributive education supplies and equipment budget, and list of references. (Author/RG)

ED 131 330 **CE 009 054**

Health Occupations Needs Assessment for the Glendale Union High School District. Final Report.

Glendale Union High School District 205, Ariz.

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.

Report No.—VT-103-386

Pub Date—4 Jun 76

Note—107p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Community Surveys, Educational Research, *Health Occupations, *Needs Assessment, *School Surveys, Tables (Data)

Identifiers—Arizona (Glendale), Glendale Union High School District AZ

A community and school survey was made of the Glendale Union High School District to determine the need for a health occupations program at the high school level. Procedures consisted of a literature review , visits to local health occupations and career programs, and administration of needs assessment instruments to high school students, Glendale Community College students, and representatives of the local health community. Detailed results of the analyzed responses are presented in narrative and tabular form. Tables present the frequencies and percentages of responses for the high school students categorized as 10 needs, 25 goals, 10 high school activities, and choice of career field. Tables indicate frequencies and percentages of Glendale Community College and the health community responses to 10 needs and 25 goals. Tables also present the chi-square statistics comparing responses to the 10 needs and 25 goals of the high school students, community college students, and the health community. Program recommendations and rationale for a course in health occupations are presented as a result of the needs assessment. The survey instruments are appended to the report. (NJ)

ED 131 331 **CE 009 055**

Stewart, Ida Santos Stone, Norma K.

The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.

Houston Univ., Tex.Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-387

Pub Date—76

Note—296p.; Sixteen pages of the document contain tabular materials that may not reproduce well in hard copy or microfiche

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Anglo Americans, *Attendant Training, *Child Care Centers, *Child Care Workers, *Child Rearing, Comparative Analysis, Cultural Differences, *Cultural Factors, Day Care Services, Early Childhood, Mexican Americans, Negroes, *Parent Attitudes, Professional Personnel, Questionnaires, Surveys

Identifiers—Texas

Cultural factors in child rearing and child care center practices which may influence training for child care personnel in Texas were surveyed to: (1) identify Anglo, Black, and Chicano child rearing practices, (2) identify child care center practices, (3) compare regional practices in relation to culture, and (4) identify the relation of cultural factors to vocational training for child care personnel. Questionnaires were administered to representative samples of parents, child care practitioners, and professionals in six geographic regions of Texas. A computer program was used to examine relationships and determine significances. Responses are presented in narrative and tabular form. Discussion is organized around response data on family relationships, discipline, feeding-eating practices, sleeping behaviors, toilet-training, verbal interactions, child care center attributes, and parent-center relationships. It was concluded that there are few major cultural differences in Anglo, Black, and Chicano child-rearing practices and child care center practices, and that cultural factors may not be as important to vocational training of child care personnel as had been thought. The instruments used in the study are appended. (MF)

ED 131 332 CE 009 056

Junge, Catherine

Development of Instructional Module Orientation to the Health Care Delivery System. Final Report.

Texas Woman's Univ., Denton.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No.—VT-103-388
Pub Date—30 Jun 75
Contract—42309930; 52340105
Note—318p.
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—Audiovisual Instruction, Behavioral Objectives, *Curriculum Development, Curriculum Guides, *Experimental Curriculum, *Health Occupations Education, *Instructional Materials, Multimedia Instruction, Posttesting, Pretests, Secondary Education, Teaching Guides, Transparencies, Vocational Education
Identifiers—Texas

In an effort to fill a need for validated instructional materials in secondary vocational health occupations education, an experimental instructional module was developed based on behavioral objectives identified by teacher coordinators in Texas Health Occupations Cooperative Training (HOCT) programs. The module was then pilot tested with students in these programs. The project report section includes needs analysis, discussion of related literature and research, project methods and procedures, data analysis and findings, and conclusions. Over half of the document consists of appendixes which include a description of the experimental module and copies of the three products developed: Teacher Implementation Plan, Student Record Book, and assessment instruments. Designed for use by a group of students with the instructor acting as a facilitator and resource person, the module is divided into eight teaching units. Topics include health care facilities, a history of health care, agency organization, health care personnel, and major health problems. For seven of the units, the teacher implementation plan includes transparency masters and a script for a slide-tape presentation. The Student Record Book includes information sheets, vocabulary list, and study questions for each unit. Pretests and posttests for each unit, along with a scoring key, comprise the assessment instruments. The document includes project forms and a bibliography. (Author/RG)

ED 131 333 CE 009 058

Evaluation of Vocational Technical Education. Phase I. A Review of the Literature.

New Educational Directions, Crawfordsville, Ind.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Report No.—VT-103-390
Pub Date—Jul 75
Note—49p.; For a related document see CE 009 059
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Evaluation Methods, *Literature Reviews, *National Surveys, Technical Education, *Vocational Education
Identifiers—United States

Phase 1 of the project consisted of a survey of the states to determine the type of model used in the states' evaluation of vocational-technical education. In addition, a search was made of RIE and CIJE to determine the most recent evaluation research studies conducted in each state. Through responses to inquiries and the literature search, the type of evaluation and research studies conducted in each state was determined. The various methods of evaluation used were grouped into the eight categories of self-study, visiting team, follow-up, employer-based, cost-benefit, behavioral objective, nonbehavioral objective, and job placement relatedness. Results are presented as discussions in which the literature on each of the eight identified evaluation methods is summarized. A discussion of process versus product evaluation is also included. Tables indicate the type of evaluation used as reported by the states and also the number of reported research studies conducted in or for the states according to type of evaluation method. Appendixes contain project correspondence and a 19-page bibliography. (NJ)

ED 131 334 CE 009 059

Evaluation of Vocational Technical Education. Phase II. A Skeletal Model with Suggested Research and Development Activities.

New Educational Directions, Crawfordsville, Ind.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Report No.—VT-103-391
Pub Date—May 76
Note—19p.; For a related document see CE 009 058
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Evaluation Methods, *Models, Post Secondary Education, Secondary Education, Technical Education, *Vocational Education

Phase 2 of this project presents a skeletal model for evaluating vocational education programs which can be applied to secondary, post-secondary, and adult education programs. The model addresses 13 main components of the vocational education system: descriptive information, demonstration of need, student recruitment and selection, curriculum, guidance and placement, facilities, community involvement, youth organizations, cooperative programs, program's effect on students, holding power and popularity, satisfaction of various audiences with program, and program staffing and administration. Each component consists of a general rationale for evaluating that aspect of the vocational program, specific questions or subcomponents, and general approaches required to investigate those questions. In addition, recommendations for research and development relating to each component are provided. (NJ)

ED 131 335 CE 009 060

Fire Education and Training–FEAT. Final Report.

A. K. Smith Area Career Center, Michigan City, Ind.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Report No.—VT-103-392
Pub Date—15 Jun 76
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Vocational Education, Audiovisual Aids, Developmental Programs, *Fire Fighters, *Fire Science Education, Post Secondary Education, *Program Descriptions, Resource Guides, Teaching Guides, *Volunteer Training
Identifiers—Indiana (LaPorte County)

A library of audiovisual instructional materials and curriculum guides were developed to train members of volunteer fire departments in LaPorte County, Indiana. The report briefly summarizes the project and includes a guide describing the audiovisual and instructional materials developed. The guide, containing 10 units, presents brief descriptions of each unit (which consists of a series of transparencies and an accompanying instructor guide). An illustration of one sample transparency from each unit is shown. The units are entitled Forcible Entry, Hose Layout Practices, Electrical Hazards and Fires, Transportation Fires, Company Officer Leadership, Overhauling Operation, Ventilation Practices, Fire Stream Practices, and Fireground Search and Rescue. (NJ)

ED 131 336 CE 009 061

Dittman, Jennette K.

Sex-Role Perceptions of North Dakota Vocational Educators. Final Report. Research Series No. 38.

North Dakota State Univ., Fargo. Coll. of Home Economics.
Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-393
Pub Date—Jun 76
Note—54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Attitudes, Counselor Attitudes, Sex Differences, *Sex Role, *Sex Stereotypes, Surveys, Teacher Attitudes, *Vocational Education
Identifiers—North Dakota

The assessment of sex-role perceptions of vocational educators was planned as a means of addressing the issues of sexism and sex-role stereotyping in vocational education in North Dakota. The stratified random sample consisted of 396 vocational teachers, administrators, and counselors. Bem's Sex-Role Inventory was used to assess the subjects' sex-role perceptions. The testing of the hypotheses resulted in the following conclusions: (l) Vocational educators were highly consistent in the sex-role perceptions; subjects in all subsamples perceived males as masculine-typed and females as feminine-typed, suggesting predominantly stereotyped views, (2) female subjects viewed themselves as being significantly less sex-typed than did male subjects, (3) both male and female subjects described males and females as more significantly sex-typed than they perceived themselves to be, (4) androgynous subjects perceived a significantly smaller difference between males and females than did more sex-typed subjects, and (5) there appeared to be a tempering of the exaggerations of masculinity and femininity by androgynous individuals. In addition to a description of the procedures and presentation of the results, the report presents a review of the literature and a bibliography. The Bem Sex-Role Inventory is appended. (Author/NJ)

ED 131 337 CE 009 062

Frichtel, Joseph F.

Student Job Placement Service. Final Report.

Richmond Public Schools, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-394
Pub Date—Jun 76
Note—44p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Employment Services, Feasibility Studies, *High Schools, *Job Placement, Pilot Projects, Program Descriptions, *School Community Cooperation, Secondary Education, *Student Employment

Identifiers—George Wythe High School, Virginia (Richmond)

This 3-year pilot project demonstrated the feasibility of schools assuming responsibility for the job placement of students at every exit level, and established a systematic, effective job placement service capable of serving all secondary students. The project was operational at a high school serving 1,303 students of which the racial balance is 75% black and 25% white. Through the cooperation of the business community, the job placement service acted as an employment agency and also provided students the opportunity to prepare themselves for the world of work through programs focused on employer expectations. Of the 884 graduates using the service during the 3-year period, 613 requested job assistance. Of these, 109 full-time and 208 part-time placements were found. Over 900 other students requested assistance in part-time and summer placements. Students most difficult to place were school dropouts with behavior problems. The cooperation from business leaders, counselors, teachers, administrators, and community resource people contributed to the success of the project. Recommendations are offered for the establishment of similar services. Project forms are appended. (RG)

ED 131 338 CE 009 066

Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.

Maine Univ., Orono. Bangor Community Coll.
Maine Univ., Portland-Gorham. Maine Univ., Presque Isle.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-398
Pub Date—30 Jun 76
Contract—GOO-75-0-2019
Note—83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education Programs, *Bilingual Education, *Gerontology, Human Services, Intercollegiate Programs, *Older Adults, *Paraprofessional Personnel, *Program Evaluation, Vocational Education

Identifiers—*Franco Americans, Maine

This project was an attempt to provide bilingual vocational education to elderly Franco-Americans on a cooperative basis among three Maine universities. Seventy-seven adult unemployed or underemployed Franco-Americans participated in a human services worker training program based on the Bangor-based certificate level curriculum in gerontology. Part 1 of the report is a compilation of programmatic and administrative information concerning recruitment, curriculum, support services, objectives, and administration. Part 2 is an independent evaluation of the project which consisted of onsite visits and surveys of faculty, staff, students, and practicum supervisors. Data from onsite visits are summarized and presented according to the role of bilingualism, effects of bicultural emphasis, adequacy of human services training, practicum placements, students, faculty, staff, consortium approach, and the one-year certificate. The surveys included questions on most of the same topics addressed by the onsite visit evaluation. Survey responses, received from approximately one-half of each group, indicated high levels of satisfaction among all groups. Sample instruments are included. (NJ)

ED 131 339 CE 009 067

Bauch, Klaus Dieter

The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.

Texas A and M Univ., College Station. Dept. of Industrial Education.
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Report No.—VT-103-399
Pub Date—Aug 76
Contract—62360127
Note—317p.

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—*Curriculum Development, *Engineering Technology, *Industrial Education, *Manufacturing, National Surveys, *Numerical Control, Post Secondary Education, *Programing, Research, School Surveys, Statistical Analysis

The study was designed to investigate the effects of Numerical Control Technology and Computer-Aided Manufacturing (NC/CAM) in American industry on industrial education and engineering technology education. The specific purpose was to identify a data base and rationale for curriculum development in NC/CAM through a comparison of views by industrial NC users and educators regarding appropriate instructional content for educational programs in this technology. Methodology involved a national survey requiring the completion of a two-part questionnaire by over 400 industries and approximately 100 educational institutions. Based on survey findings, recommendations are offered for curriculum development to meet industry needs. Five major areas of NC/CAM are suggested in three levels from introductory, intermediate, to advanced programs with the specific number of courses required to be determined by the particular institution. These areas are basic and general NC concepts, manual programming for NC, computer-assisted programming for NC, management and economic aspects of NC, and advanced technologies. Appendixes to the report include correspondence, the survey instruments, and tables analyzing the data obtained. (RG)

ED 131 342 CE 009 263

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 5.

Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Note—9,873p.

EDRS Price MF-$17.20 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 9, Number 5 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 10, Number 2. The microfiche set is arranged in the following sequence: (1) A VT number list of those documents in the microfiche set for Volume 9, Number 5, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author/HD)

ED 132 240 CE 007 519

Foxley, Cecelia H.

Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.

Report No.—VT-103-595
Pub Date—76
Note—357p.
Available from—Garrett Park Press, Garrett Park, Maryland 20766 ($7.50)

Document Not Available from EDRS.

Descriptors—*Affirmative Action, *Civil Rights Legislation, Community Resources, Educational Background, Employment Experience, Employment Projections, *Equal Opportunities (Jobs), Family Influence, *Females, Guidelines, Labor Legislation, *Recruitment, Sex Discrimination, Wages, *Working Women

To aid employers in providing equal opportunities for women workers, this book describes working women today, their education and training, laws, regulations, and programs providing employment protection, and suggests ways of recruiting, employing, and working with women. An overview of women in the present workforce is presented–their participation rates, occupational status, marital and family status, and earnings–and evidence is offered to dispel many common myths. The educational background and employment preparation of women is discussed, new directions in women's education are indicated, and statistical data are provided to assist employers in setting future employment projections or goals. The major anti-discriminatory laws and regulations are described with the texts appended. Methods are outlined for compliance with anti-discrimination laws through the development of an effective affirmative action program. Sources useful to employers in locating and recruiting women candidates for employment are listed, and suggestions are offered for working effectively with women employees and for providing a climate conducive to their full professional and occupational development. (Author/NJ)

ED 132 241 CE 007 523

Williams, Paul Carpenter, Bruce

Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.
Report No.—VT-103-430
Pub Date—74
Note—37p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Agribusiness, Agricultural Education, Agricultural Engineering, Behavioral Objectives, *Buildings, Building Trades, *Construction (Process), Curriculum, Curriculum Guides, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, *Unit Plan, *Vocational Agriculture, Vocational Education, *Woodworking

This 5-week unit on constructing wood agricultural buildings is designed for the junior or senior year of the regular agribusiness course of study or as part of the agricultural mechanics program. In outline form, the unit is divided into eight major performance objectives. Each objective is subdivided into the areas of content, suggested teaching-learning activities, resources, and evaluation. The major objectives (consisting of separate sections) relate to the subjects of (1) importance of wood products to modern agriculture, (2) materials, (3) calculating a bill of materials, (4) laying out a frame building, (5) framing a building, (6) cutting a common rafter, (7) roofing a building, and (8) constructing exterior walls. (Author)

ED 132 242 CE 007 538

Apply Pesticides Correctly. A Programmed Instruction Learning Program for Private Applicators.

Environmental Protection Agency, Washington, D. C.
Report No.—VT-103-442
Pub Date—75
Note—169p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$3.69 Plus Postage.
Descriptors—Agricultural Education, Equipment Utilization, Federal Legislation, *Pesticides, *Programed Instruction, Programed Texts, Vocational Agriculture

This programed text on application of pesticides provides practical information needed to meet the minimum Federal regulation requirements for the use of certain pesticides. Each chapter consists of pretest, posttest, and learning program, which consists of a series of items (i.e. multiple choice questions and word matching) requiring learner responses and allowing immediate feedback to the responses. The seven chapters cover pest and pest control, pesticides, labels and labeling, application equipment, use and maintenance of pesticide application equipment, using pesticides safely, and the environment and the law. (NJ)

ED 132 243 CE 007 624

Aviation Support Equipment Technician M 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.
Report No.—NAVEDTRA-10315-B
Pub Date—76
Note—564p.; For a related document see ED 109 303
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-5760)
EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors—Autoinstructional Aids, Aviation Mechanics, *Aviation Technology, Correspondence Courses, Instructional Materials, *Job Training, Manuals, Military Training, Subprofessionals, Technical Occupations, Textbooks
Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study unit relates directly to the occupational qualifications of the Aviation Support Equipment Technician M rating. Contents include a 15-chapter text followed by a subject index, qualifications for advancement, and the associated nonresident career course (fourteen reading assignments and technical questions based on the 15 chapters). Chapter headings are (1) Aviation Support Equipment Technician M Rating, (2) Tools and Lifting Devices, (3) Aviation Support Equipment, (4) Physics, (5) Publications, Maintenance Information Automated Retrieval System (MIARS), and Drawings, (6) Reciprocating Combustion Engines, (7) Reciprocating Gasoline Engines, (8) Diesel Engines, (9) Chassis Systems, (10) Power Trains, (11) Hardware, Fuels, Lubricants, and Hydraulic Fluids, (12) Gas Turbine Compressors, (13) Air Conditioners, (14) Preservation, and (15) Environmental Pollution Control. The appendixes include information on the metric system and a glossary of terms. (HD)

ED 132 246 CE 007 709

Lee, Jasper S., Comp.

Teaching the Meaning and Importance of Agribusiness (A Teaching Plan Designed for Use with "A Reference Unit on the Meaning and Importance of Agribusiness").

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date—74
Note—29p.; For a related document see CE 009 312
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Agribusiness, Agricultural Education, *Concept Formation, Instructional Aids, Lesson Plans, Secondary Education, Teaching Guides, Teaching Techniques, *Unit Plan, Vocational Education

Intended for supplementary use with "A Reference Unit on the Meaning and Importance of Agribusiness," this suggested teaching plan is designed to assist in teaching certain fundamental concepts associated with the meaning and importance of agribusiness. It is composed of the following sections: Purpose, behavioral objectives, situation, detailed outline, suggested supplementary learning activities, evaluation techniques, suggested supplementary references and other aids, and transparency masters. The section on the detailed outline covers the majority of the document and presents detailed teaching procedures. A two-column format is used: the left-column lists the teaching tasks of the instruction, and the right-column gives the step-by-step detail for accomplishing each teaching task. (HD)

ED 132 247 CE 007 715

The American Wholesale Grocery and the Tennessee Supermarket. Integrated Clerical Project.

Memphis State Univ., Tenn.
Spons Agency—Tennessee State Board for Vocational Education, Nashville.
Report No.—VT-103-432
Note—85p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Business Correspondence, *Business Skills, Clerical Occupations, *Individualized Instruction, Instructional Materials, *Office Occupations Education, *Simulation, Student Projects, Study Guides, Vocational Education

These instructional materials and procedures for a clerical education student project are designed as a 2-week or 25-hour rotation unit which requires two students working simultaneously in a simulated business correspondence situation. The two students "work" for two different companies and exchange letters, invoices, purchase orders, and memos. A complete set of instructions for each company is enclosed, including general information, stationery supplies, daily instructional sheets, and other needed materials. The general office activities provide simulated learning experience in handling purchase orders, invoices, telephone messages, checkbook work, routine correspondence, credit and interoffice memoranda, interoffice communication, and payroll preparation and records. (NJ)

ED 132 248 CE 007 730

Boulden, Alfred W., Ed.

Supplementary Teaching Materials for Business Courses.

Central Connecticut State Coll., New Britain.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-444
Pub Date—May 76
Note—103p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Accounting, *Business Education, Business English, Business Subjects, Career Education, Consumer Education, Data Processing, Instructional Materials, *Learning Activities, Office Occupations Education, Programed Instruction, Secondary Education, Teaching Guides, *Teaching Techniques, Vocational Education

This teaching guide for business education contains supplementary instructional materials for the subjects of accounting, business English, business mathematics, career education, consumer education, data processing, and office procedures. The units differ in format and in types of learning activities presented. The learning activity package for accounting is a lesson on calculating depreciation by the straight line method. Business English is represented by a programed unit on similar word drills intended for use in a business English or transcription class and a self-instructional unit in punctuation practice with commas. A programed unit in business mathematics provides the student with a 1-week introduction to calculating commission. A career resource unit, developed for use in a second-year typing course, consists of exercises designed to increase student self-awareness. The resource unit in consumer education provides information and activities to help the student identify consumer fraud. Digital computers and flowcharting are the subjects of the data processing unit, and the office procedures lessons consist of two case studies, an integrated exercise for clerk typist, a filing exercise, and a dramatization related to the occupation of receptionist. (NJ)

ED 132 249 CE 007 754

Lutz, Juanita

Guidelines for Health Occupations Education Programs in Secondary Schools.

Tennessee State Board for Vocational Education, Nashville.
Report No.—VT-103-433
Note—92p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrator Guides, *Career Planning, Curriculum Development, *Curriculum Planning, Guidelines, *Health Occupations Education, *Program Development, *Program Planning, Resource Guides, Secondary Education, Teaching Guides, Vocational Education

This manual for school administrators and teachers is designed to aid in developing, planning, and conducting health occupations education programs at the secondary level. Guidelines for program organization and administration are offered regarding advisory committees, procedures for establishing programs, educational facilities, selection of clinical training agencies, transportation, teacher responsibilities and qualifications, students, and program evaluation. Also presented is a description of a program based on a general core curriculum designed to acquaint students with career opportunities, to prepare them for entry into the job market as a health assistant, and to foster interest in postsecondary education. The suggested program may be adapted to meet local needs in a 1-, 2-, or 3-year plan. General guidelines are offered for curriculum design, teaching methods, and suggested curriculum. Also suggested are core subjects, course outline, class and clinical experience, scheduling procedures, and evaluation of students. A sample lesson plan and lesson plan formats also appear. Appended material includes suggested reference books, equipment, teaching aids and audiovisuals, supplies, and supply sources. A schematic design for a health occupations education facility is also appended. (NJ)

ED 132 250 CE 007 755

Guidelines and Course Outlines for Practical Nursing. Health Occupations Education.

Tennessee State Board for Vocational Education, Nashville. Health Occupations Education Service.
Report No.—VT-103-435
Note—403p.
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors—Administrator Guides, *Course Descriptions, *Course Organization, Curriculum Guides, *Curriculum Planning, Health Occupations Education, Post Secondary Education, *Practical Nursing, *Program Development, Records (Forms), Resource Guides, Student Records, Teaching Guides, Vocational Education
Identifiers—Tennessee

These general guidelines for establishing a practical nursing education program define the roles and responsibilities of the administrative and instructional personnel, State Board of Vocational Education, Tennessee Board of Nursing, local advisory committee, and cooperative hospital. The philosophy, definition, objectives, and rationale for a practical nursing course are presented as well as a history of such programs in Tennessee. Student application procedures and forms are included along with records required by the State. In describing the course, information is provided about scheduling, suggested curricula, equipment and materials needed, teaching aids, lesson plans, and methods of teaching. Additional guidelines refer to counseling, psychiatric affiliation, utilization of research teaching material, and graduation exercises. Approximately one-half of the guide (139 pages) consists of course outlines, each containing time length, teaching methods, bibliography, and instructional units further detailed as content to be taught, resource materials, and management procedures. (NJ)

ED 132 251 CE 007 776
Wilson, Aubry
Ornamental Horticulture. Course of Study Outlines. 1975 Edition. Volume XXX.
Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.
Report No.—VT-103-439
Pub Date—75
Note—164p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Adult Education, Behavioral Objectives, *Course Descriptions, Curriculum Guides, Individualized Programs, *Ornamental Horticulture, Ornamental Horticulture Occupations, Secondary Education, *Shop Curriculum, Teaching Guides, *Unit Plan, Vocational Education

These courses of study in ornamental horticulture for secondary and adult technical education levels are based on a 1972 Rutgers University study and are designed to accomodate occupational needs in the field of ornamental horticulture. Job titles emphasized at the secondary level are caretaker, nurserymen, flower grower, and flower salesperson; those for the adult level are nurserymen, forester aide, flower grower, and flower salesperson. "Dictionary of Occupational Titles" descriptions are presented for each of these occupations. General course descriptions with instructional and student behavioral objectives are given for the first and second semesters of the program for the grade levels of 9 through 12, and for the 1-year adult technical program. Information is also provided on course length, entrance requirements, diploma, where offered, and equipment and facilities. A major portion of the document consists of shop practice outlines for the secondary and adult course levels. Outlines for related mathematics, science, and drawing courses are also included. The outlines, set up by job classification, consist of behavioral objective, operations, and related information and show content of courses at the various grade levels. A bibliography of texts and reference books is included with each outline. (NJ)

ED 132 252 CE 007 787
Najarian, Michael
Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
Massachusetts State Board of Regional Community Colleges, Boston.
Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Pub Date—76
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Education, College School Cooperation, Community Colleges, Cooperative Planning, Counseling Programs, Counselor Selection, Counselor Training, Guidance Personnel, Guidance Services, High Schools, Human Resources, *Occupational Guidance, Occupational Information, *Older Adults, Program Descriptions, *Program Development, *Retirement, *School Community Cooperation, Senior Citizens, *Vocational Counseling
Identifiers—Massachusetts, *Project Reach

Project Reach is based on the assumption that youth, adults, and other target populations will be assisted to a significant degree in knowing more about occupations and in making occupational choices more effectively through the planned interaction with trained retired resource counselors. The project will address three major problem areas: The need for work-oriented counselors, realistic and current occupational information, and the need for a more meaningful student-counselor ratio through which the student can be provided with the opportunity to obtain data to make meaningful occupational choices. The Board of Regional Community Colleges (Massachusetts) proposes to implement the concepts and methodology developed through Project Reach in a minimum of three community colleges. At each of the colleges selected, the project will function in or in close relationship with the existing guidance and counseling offices. Initial and operational phases of the project are described, and a work plan schedule and target dates are outlined for a 12-month period. Project evaluation, and results and benefits expected are also described. A listing of project director, key project staff, and advisory committee members is included. (TA)

ED 132 253 CE 007 789
REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Evaluation Report. July 1, 1973-June 30, 1976.
New England Resource Center for Occupational Education, Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEG-0-73-5305
Note—52p.; For related documents see CE 008 667 and ED 115 952
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Career Awareness, *Career Education, Career Exploration, *Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, Guidance Services, Program Administration, *Program Development, *Program Effectiveness, Program Evaluation, Staff Role, Vocational Education
Identifiers—Maine (South Portland)

The impact of a 3-year effort to implement career education into the South Portland school system through Project REVAMP (Revitalize the Vocational and Academic Multifarious Program through Career Education) is examined. Evaluation assessed observable curriculum changes, guidance services in response to the career development needs of all students, greater community involvement, and commitment to career education. While specific objectives were written in terms of elementary career awareness, junior high career orientation, senior high preparation, postsecondary liaison and improved career guidance, the overall plan was to provide leadership and resources for substantial philosophical and instructional changes in the schools. These goals have been achieved. Major curriculum changes and a restructured guidance program has resulted from the project. The district has committed its operational funds to the support of many of the career education concepts. Professionals have been assigned responsibilities designed to insure that the changes achieved are long-lasting. Future directions should include monitoring of the sequential plan for career education, dissemination of the results, and teacher inservice education. (TA)

ED 132 256 CE 008 186
Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.
Naval Education and Training Command, Pensacola, Fla.
Report No.—NAVEDTRA-10547-D
Pub Date—76
Note—254p.; For a related document see ED 110 703
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-052-7360)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—Autoinstructional Aids, Correspondence Courses, Electronics, *Electronic Technicians, Instructional Materials, *Job Training, Manuals, Military Training, Subprofessionals, Technical Occupations, Textbooks
Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study program is designed to enable the electrician's mate to prepare himself for the increased responsibilities of a senior petty officer with ability to operate, maintain, and repair voltage and frequency regulating equipment transistorized control devices, automatic degaussing systems, nobreak power supplies, and electrohydraulic load-sensing governors. Contents include an 11-chapter text followed by a subject index, occupational standards, and the associated nonresident career course (five reading assignments with technical questions based on the occupational standards in the respective assignment). Chapter headings are (1) Career Program, (2) Safety, (3) Voltage and Frequency Regulation, (4) Transistorized Control Devices, (5) Automatic Degaussing, (6) Gyrocompasses, (7) No Break Power Supplies, (8) Electrohydraulic Load-Sensing Speed Governors, (9) Engineering Casualty Control, (10) Maintenance Administration, and (11) Visual Landing Aids (VLA). The appendixes include temperature and metric conversion tables. (HD)

ED 132 259 CE 008 330
Wool, Harold Phillips, Bruce D.
The Labor Supply for Lower Level Occupations: Final Report. Volume I.
National Planning Association, Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date—Sep 75
Contract—21-11-73-02
Note—462p.
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors—Age, Educational Experience, Educational Needs, Employment Projections, *Employment Trends, Labor Market, *Labor Supply, Migrant Workers, National Surveys, Negro Employment, *Occupational Surveys, Race, Semiskilled Workers, Sex (Characteristics), Socioeconomic Status, *Trend Analysis, *Unskilled Occupations, Wages
Identifiers—United States

This study examines the hypothesis that the labor supply for "lower level" occupations will be significantly reduced as a result of such trends as occupational upgrading of black workers, increased education, and the prospective reduction in number of new entrants to the labor force. Chapter I reviews a number of theoretical and empirical criteria for ranking of occupations and describes the methods followed in arriving at a status grouping of occupations for the present study. Chapter II includes a broad historical review of the earlier sources of manpower for lower level jobs, identifying the successive contributions of black workers, immigrants, farm-to-city migrants, and of other disadvantaged categories, in relation to the changing occupational needs of the economy. Chapter III presents the results of a detailed analysis of 1960-70 trends in occupational labor supply, by such characteristics as age, sex, race, educational level, and nativity. A technical appendix to this chapter describes the procedures followed in adjustment of 1960-70 Census occupational statistics for the trend analysis. And Chapter IV analyzes the relationship between labor supply and relative wages in lower-level occupations, based on examination of aggregate 1960-70 trends and on a cross-sectional analysis of inter-area wage differences based on 1970 Census data. (WL)

ED 132 260 CE 008 341

Measures of Success: A Survey of Selected Vocational and Technical Education Programs in Florida which Train Students in Occupations Requiring Licenses.

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date—76

Note—100p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Aircraft Pilots, *Certification, Cosmetology, Educational Accountability, Employment Qualifications, *Evaluation Criteria, Evaluation Methods, Health Occupations Education, Job Skills, Job Training, Occupational Information, Post Secondary Education, *Program Evaluation, State Programs, State Surveys, *Technical Education, Technical Institutes, *Vocational Education

Identifiers—*Florida

A study of 13 vocational and technical education programs in Florida was conducted which represented an attempt to identify valid and reliable sources of data whereby some vocational programs might be evaluated in specified terms of effectiveness. The programs selected for study were among those which require graduating students to pass licensing examinations before they are allowed to legally participate to the fullest extent in the occupation. In essence, the study sought to identify how successful schools in Florida have been in training students in these programs. The 13 programs covered in the study are barbering, cosmetology, cosmetology specialist, dental hygiene technology, emergency medical technology 1, physician's assistant, professional nursing, practical nursing, masseur-masseuse, mortuary science, commercial pilot, airframe mechanic, and powerplant mechanic. The percent of student applicants passing their licensing exams was one measure chosen with which the success of the various vocational training programs was analyzed. Where available, data was compiled from both public and private school programs. The report contains separate sections on each occupation, each including job description, license requirements, training programs, and review of data. A concluding section charts commonalities of license requirements, presents summary of findings and council recommendations, and lists data sources for each occupation. (TA)

ED 132 261 CE 008 342

Bowers, Ellen

Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—[75]

Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, College Administration, *Community Colleges, *Decision Making, *Governance, *Information Needs, Junior Colleges, *Needs Assessment, Program Planning, Tables (Data), Technical Education, *Vocational Education

Identifiers—California

Using the DELPHI technique, 111 individuals identified as management team members for occupational education (in eight selected California community colleges), were chosen for this study designed to provide information perceived to be needed and useable for effective planning of occupation education in community colleges in California. Three communication rounds used to acquire the information, involved participant ratings of the following eight decision areas on an 11-point continuum in relation to degree of importance for educational planning: Program goals, program objectives, program planning, advisory committees, operational budget, coordination and direction, evaluation, and emphasis on occupational counseling, guidance, and placement. A total of 193 information factors were generated within the eight areas. (Overall ranking and independent ranking by college is provided in tabular form for each information factor.) Statistical analysis of the data indicated a significantly high relationship between institutions and management teams' perceived importance of information factors which would be needed and useable for effective planning for occupational education. Information factors relating to commitments and attitudes were ranked most important. Factors relating to facilities, equipment, and staffing requirements were ranked lowest. Of the eight decision areas, evaluation received the highest overall ranking. In relation to governance, most occupational education decisions are perceived to be made by the dean of instruction; the chief occupational administrator is perceived to make decisions about the advisory committee area. (TA)

ED 132 262 CE 008 420

Boorkman, David And Others

Community-Based Corrections in Des Moines. An Exemplary Project.

Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date—Nov 76

Contract—J-LEAA-013-74

Note—270p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock Number 027-000-00398-2, $3.20)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Community Cooperation, *Correctional Rehabilitation, *Criminals, Demonstration Projects, Guides, Program Descriptions, *Program Development, *Program Planning, *Rehabilitation Programs

Identifiers—Iowa (Des Moines)

In addition to providing a detailed description of the method in which the Des Moines project operates, this handbook explores the key elements in a community-based corrections approach. It presents evaluation data, describes the experience of several communities which undertook to replicate this approach, and discusses the process by which other communities may explore the relevance of community-based corrections. The handbook has been designed to serve as a practical tool for professionals concerned about correctional alternatives and their impact on the quality of justice at the local level. Information is covered in seven chapters, with major emphasis placed on the third chapter: Summary of the Des Moines Community Corrections Program (chapter 1); Does the Des Moines Program Work? (chapter 2); A Close-Up Look at the Four Des Moines Components–How to Do It (chapter 3); The Des Moines Community Corrections Philosophy (chapter 4); The "Universe" of Corrections Programs (chapter 5); Replication–How Have Other Communities Done It? (chapter 6); and Replication–Next Steps (chapter 7). The appendix includes forms and legislation used in the Des Moines program. (HD)

ED 132 263 CE 008 424

Quartermaster 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10149-F

Pub Date—76

Note—420p.; For a related document see ED 070 571 and ED 088 693

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-050-7460)

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Autoinstructional Aids, Correspondence Courses, Instructional Materials, *Job Training, Manuals, Military Training, *Navigation, Subprofessionals, Technical Occupations, Textbooks

Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study package provides subject matter that relates directly to the occupational qualifications of the Quartermaster rating. Contents include a 16-chapter text followed by a glossary, subject index, and the associated nonresident career course (11 reading assignments and technical questions based upon each occupational standard in the respective assignment). Chapter headings are (1) The Quartermaster, (2) Quartermaster Watches, (3) Honors and Ceremonies, (4) Magnetic Compass and Gyrocompass, (5) Aids to Navigation, (6) Rules of the Road, (7) Charts and Publications, (8) Time and Timepieces, (9) Introduction to Navigation, (10) Dead Reckoning and Piloting, (11) Electronic Navigation, (12) Celestial Navigation, (13) Tides and Currents, (14) Weather, (15) Maneuvering Board, and (16) Communications. (HD)

ED 132 265 CE 008 427

Ownby, Arnola C.

A Comparison of Century 21 and Gregg Diamond Jubilee Shorthand Systems.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date—76

Note—69p.; Some data tables in the appendix may not reproduce well because of faint, broken type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business Education, Business Skills, College Students, Comparative Analysis, *Curriculum Evaluation, Curriculum Research, Instructional Materials, Methods Research, *Skill Development, *Stenography, *Teaching Methods

Identifiers—Century 21 Shorthand, Gregg Diamond Jubilee Shorthand

The purpose of this study was to compare the effectiveness of Century 21 and Gregg Diamond Jubilee shorthand systems in developing specific competencies in the first two semesters of shorthand. Achievement was measured by a specially constructed brief form/speed form test and dictation tests during the first semester, and by specially constructed word tests sampling the 1,000 most frequently used words and dictation tests during the second semester. The classes involved in the study were the first two semesters of shorthand offered at Oklahoma State University during the 1975-76 school year. During the 1975 fall semester, one section of Gregg shorthand and one of Century 21 shorthand were taught. During the spring semester those students continuing their study participated in the study. The conclusions reached are based upon the statistical analyses as well as observations made throughout the course of this study. The major conclusion was that a definite statement concerning the superiority of either method cannot be made based on statistical analyses of the data collected in this study. Chapter headings are (1) Introduction, which includes Statement of the Problem, Selection of Sample, and Scope and Limitations; (2) Procedures, which includes Description of Sample, Teaching Procedures, and Testing Procedures; (3) Analysis of

Findings; (4) Correlations of Interest; (5) Summary, Conclusions, and Recommendations; and (6) Appendix. (HD)

ED 132 266 CE 008 429

Morita, Edward K. And Others

Group Practice Administration: Current and Future Roles. Final Report.

Center for Research in Ambulatory Health Care Administration, Denver, Colo.Colorado Univ., Denver. Medical Center.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date—30 Jun 76

Contract—NO1-MB-44176

Note—250p.; For a related document see CE 008 430

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Administration, *Administrative Personnel, *Administrator Role, Costs, *Fees, Governing Boards, Health Services, Job Analysis, *Medical Services, National Surveys, Occupational Information, Professional Personnel, *Program Administration

Identifiers—Medical Group Practice, United States

The mission of this study was to describe the current and future roles of professional administrators, medical directors, and governing bodies of fee for service and prepay medical group practices of various sizes in such a way as to be potentially useful to health care delivery educators in curriculum evaluation and design. The position was taken that administrative roles derive from, and exist within, the total, generic complex of administration in any organization. This conceptualization led to the seven objectives of the study. Although data concerning all of the objectives are included in this report, the bulk of this document is concerned with objectives 1, 2, and 5, which are: (1) to describe and analyze administration in certain group practice forms of health care delivery, (2) to identify basic differences that occur in administration under different payment plans and under different sizes of group practices, as well as other identified factors, and (5) to describe and analyze the potential future roles of administrators in the management of group practice forms of health care delivery. Chapter headings are Methodological Approach, The Study Participants (And Nonparticipants), Generic Administration in Medical Groups, The Roles (Professional Administrator, Medical Director, and Governing Body), Effects of Size and Payment Mechanism, The Future of Health Care, Future Roles, Summary of Results, Educational Implications, and Conclusions and Recommendations. The annotated data tables consisting of all the data compiled for this final report are organized in a supplementary document. (HD)

ED 132 267 CE 008 430

Shoemaker, James E., Comp.

Annotated Data Tables. A Supplement to Group Practice Administration: Current and Future Roles.

Center for Research in Ambulatory Health Care Administration, Denver, Colo.Colorado Univ., Denver. Medical Center.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date—76

Contract—NO1-MB-44176

Note—632p.; For a related document see CE 008 429

EDRS Price MF-$1.16 HC-$34.15 Plus Postage.

Descriptors—Administrative Personnel, Administrator Role, *Medical Services, National Surveys, *Tables (Data)

This supplement to the final report presents raw data from the survey for a project to describe the current and future roles of professional administrators, medical directors, and governing bodies of fee for service and prepay medical group practices of various sizes in such a way as to be potentially useful to health care delivery educators in curriculum evaluation and design. The raw data are presented in tabular format, and each table is introduced with a description of the data and how the data was organized in the table. Also, each table and its description are presented together in a singular unit so that the unit may be removed intact from the body of this supplement. There are 15 tables included under the category of Professional Administrator, 15 under the category of Medical Director, 14 under the category of Governing Body, 2 under the category of Combined; 6 under the category of Agreement, and 11 under the category of Future Data. (HD)

ED 132 268 CE 008 437

Counts, Rubynelle

Weaving.

Walker County Board of Education, Ga.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; Georgia State Dept. of Education, Atlanta.

Pub Date—76

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Activity Units, Art Activities, Career Education, Curriculum Guides, Employment Opportunities, Environmental Education, *Handicrafts, *Interdisciplinary Approach, Learning Activities, Science Units, Secondary Education, Short Courses, Social Studies Units, *Student Projects, Teaching Procedures, Textiles Instruction

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Mountain School Project, *Weaving

Developed at The Mountain School (Lookout Mountain, Georgia), a project funded under Title III of the Elementary and Secondary Education Act, 1974-75, this curriculum guide for an interdisciplinary minicourse in weaving provides for integration of environmental and career education goals with those in academic areas. Introductory material indicates that a teacher interested but not necessarily experienced in the weaving craft can effectively direct the minicourse and that the program can be enriched by a tour of a textile manufacturing plant and using local weavers, spinners, and vegetable-dyers as teaching assistants at the school or for special activities in artists' studios. The guide contains (1) course concepts (in language arts, mathematics, science, social studies, art, and vocational training), (2) list of objectives, (3) student activities, (4) procedures and physical facilities needed, (5) directions for 20 student activities, (6) weaving vocabulary glossary, (7) a list of weaving-related job opportunities, and (8) a list of suggested resources (books, magazines, films, etc.). (HD)

ED 132 269 CE 008 438

Counts, Rubynelle

Pottery.

Walker County Board of Education, Ga.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; Georgia State Dept. of Education, Atlanta.

Pub Date—76

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Activity Units, Art Activities, Career Education, Curriculum Guides, *Handicrafts, *Interdisciplinary Approach, Junior High Schools, Learning Activities, Science Units, Social Studies Units, *Student Projects

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Mountain School Project, *Pottery

This curriculum guide for an interdisciplinary pottery unit includes concepts and objectives, student activities, and suggested resources. Introductory material indicates it was designed as a 2-day minicourse for the Mountain School seventh grade at Charles Counts' Pottery Workshop in Georgia but that material is adaptable to a regular school building if it is supplemented by field trips and out-of-doors activities and if teachers experienced in the craft are eager to learn with the students and willing to do some research and careful preparation. Contents include (1) list of math, science, social studies, art, and physical education concepts for the unit; (2) list of objectives: appreciation of one of man's oldest arts, craft experience, academic learning in a new and practical context, increased awareness of local geology, increased awareness of varied talents in the local community; (3) schedule for the 2-day pottery workshop minicourse using group rotation to provide a large number of students with a variety of experiences in a special setting in a short time; (4) background information on pottery; (5) student activities in local clay (finding, preparing, testing), in forming clay, in primitive firing, and in glaze-making; (6) pottery vocabulary glossary, and (7) suggested resources (books, magazines, films). (HD)

ED 132 270 CE 008 439

Fricks, Richard

Patchwork Quilts.

Walker County Board of Education, Ga.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; Georgia State Dept. of Education, Atlanta.

Pub Date—76

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Activity Units, Art Activities, Curriculum Guides, *Handicrafts, *Interdisciplinary Approach, Learning Activities, Mathematics Instruction, Secondary Education, Sewing Instruction, Short Courses, Social Studies Units, *Student Projects

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Mountain School Project, *Quilting

Based on two quilting minicourses conducted by the author with students from grades 7 through 10, this curriculum guide provides interdisciplinary objectives, student activities, and teaching procedures for a unit in which the rudiments of quilting are taught and practiced. Contents include (1) a list of objectives and concepts under headings of language arts, mathematics, social studies, and art, (2) background information in quilting, (3) student activities listed under quilting math, language arts (definitions), social studies (history and spread of quilting), art, and tie-dyeing, and (4) material needed for quilting. (HD)

ED 132 271 CE 008 440

Greenup, Shirley

Leather Work.

Walker County Board of Education, Ga.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; Georgia State Dept. of Education, Atlanta.

Pub Date—76

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Activity Units, Art Activities, Curriculum Guides, *Handicrafts, *Interdisciplinary Approach, Learning Activities, Mathematics Instruction, Science Units, Secondary Education, Short Courses, Social Studies Units, *Student Projects, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, *Leathercraft, Mountain School Project

Based on a minicourse taught by the author for students in grades 7 through 10 at the Mountain School (Lookout Mountain, Georgia), this curriculum guide provides for the integration of several curriculum areas into the teaching of leathercraft. Contents include (1) concepts and objectives for the course listed under the headings of language arts, mathematics, science, social studies, related arts, and vocational studies, (2) background information on leatherwork, (3) instructions for student activities (types of leather, wristbands, threading and lacing, coin purse, dyeing leather, leather tooling, wristbands, medallions, and hanging candle holder), (4) leather vocabulary glossary, and (5) an 8-item bibliography. (HD)

ED 132 272 CE 008 444

Aviation Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10349-D

Pub Date—76

Note—392p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.Ç. 20402 (Stock Number 0502-LP-051-7460)

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Autoinstructional Aids, *Aviation Technology, Correspondence Courses, *Electrical Systems, *Electricians, Instructional Materials, *Job Training, Manuals, Military Training, Textbooks

Identifiers—*Aviation Electronics, Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve who are studying for advancement in the Aviation Electrician's Mate (AE) rating, this text is based upon the Navy's professional occupational standards for AEI and AEC. Contents include a 10-chapter text followed by a subject index and the associated nonresident career course (eight reading assignments and technical questions based upon each occupational standard in the respective assignment). Recommended use includes individual preparation for advancement examinations as well as everyday on-the-job training. Chapter headings are (1) Aviation Electrician's Mate Rating, (2) Supply and Publications, (3) Aircraft Electrical Control and Distribution, (4) Air Data Computer Systems, (5) Attitude/Heading Reference Bombing Computer Systems, (6) Inertial Navigation, (7) Automatic Flight Control System, (8) Power Plant and Aircraft Environmental Systems, (9) Maintenance Techniques, and (10) Test Equipment. The appendix includes the U.S. customary and metric system units of measurement. (HD)

ED 132 273 CE 008 445

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Home Economics Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—76

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Guides, *Home Economics Education, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 274 CE 008 446

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Business Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—76

Note—28p.; Part of page 8 will not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Business Education, Curriculum Guides, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 275 CE 008 447

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Health Occupations Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—76

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Guides, *Health Occupations Education, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 276 CE 008 448

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Trade and Industrial Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—76

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Guides, Resource Materials, *Trade and Industrial Education, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 277 CE 008 449

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Distributive Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—76

Note—25p.; Parts of pages 4 and 8 may not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Guides, *Distributive Education, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 278 CE 008 450

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Career Education. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—76

Note—47p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Career Education, Curriculum Guides, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 279 CE 008 451

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Agriculture Education. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—76

Note—40p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Agricultural Education, *Annotated Bibliographies, Curriculum Guides, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 280 CE 008 452

Tindall, Lloyd W., Comp. And Others

Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—76

Note—89p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, Catalogs, Directories, *Disadvantaged Youth, Federal Programs, *Handicapped Students, Post Secondary Education, Secondary Education, *Special Programs, State Programs, *Vocational Education, Vocational Schools

Identifiers—*Wisconsin

This catalog provides information on the 159 vocational/career education programs which have been funded by the 1968 Vocational Amendments and Wisconsin's 16 vocational technical and adult education districts to provide services to special needs students. The preface indicates that many innovative methods and techniques for training special needs students can be found in the various programs, which provide pre-vocational and supportive services for special needs students in addition to modifications in vocational curriculum areas. The intended audience is high school and vocational-technical adult education (VTAE) counselors and agencies, and persons who are working with special needs students. The table of contents provides a listing of the disadvantaged and handicapped occupational programs. Each program citation includes title, address, name, and phone number of an information contact and an administrative contact, type of handicapped students served, and a one- or two-sentence program description. The index provides a quick reference for the identification of programs by pre-vocational, supportive service, and curriculum areas. (HD)

ED 132 282 CE 008 465

Reap, Margaret Casey

Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.

Pub Date—Aug 76

Note—205p.; ED.D. Dissertation, University of Houston

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Accounting, *Bookkeeping, Business Education, *Comparative Analysis, Educational Research, *Entry Workers, *High School Curriculum, *Job Skills, Job Training, Secondary Education, Task Analysis, Task Performance

In an attempt to identify the discrepancy between work and training programs for a beginning accountant or bookkeeping worker, and thereby provide either verification of the current curriculum or needed direction for change, this study posed three questions. The procedures were divided into three areas to coincide with the three questions. To determine the job tasks performed by the beginning accounting and bookkeeping worker (question 1), a comprehensive search of the literature was made covering the 1968-1975 period. Sixty-four studies were identified. To determine the job tasks included in the conventional high school accounting and bookkeeping curriculum (question 2), the textbooks most commonly used in the curriculum were identified and analyzed. To determine the extent to which the high school curriculum includes and prioritizes the job tasks of the beginning accounting and bookkeeping worker (question 3), rank correlation statistics and comparisons were applied to two lists, one representing job tasks performed by the worker, the other representing the curriculum. Two of the major findings were (1) no significant relationship was found when statistical applications were applied to the two lists grouped either by general accounting categories or by specific job tasks common to both lists and (2) 52% of textbook volume contained none of the job tasks taken from the list representing real work. The study is presented in chapter form: Chapter 1 presents general introductory material; chapters 2 through 4 each cover separately the three questions posed at the beginning of the study; chapter 5 presents detailed conclusions and recommendations. (HD)

ED 132 283 CE 008 469

Hoffman, Allan M. Hoffman, Diane B.

A History of Vocational Education.

Pub Date—76

Note—43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Education, *Educational Development, *Educational History, *Industrial Education, Industrialization, Social Factors, *Socioeconomic Influences, Technical Education, *Vocational Education

Identifiers—United States

The historical evolution of vocational education is discussed in an attempt to show that obvious comparisons can be drawn between the industrial education movement and debate of American educational history and the concepts of career education today. The document covers the period from the mid-1800's to the present. Major factors influencing the development of vocational education are highlighted: the establishment of trade schools in the 1800's, Industrial Revolution, the industrial education movement, the American Civil War, federal legislation (e.g. Morrill Land Grant Act), foreign educational influence, the manual education movement, the formation of industrial arts associations, and various industrial shifts and societal changes. A bibliography is appended. (SH)

ED 132 284 CE 008 475

Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Second Year's Program–Fiscal Year 1976 Funding).

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Jul 76

Note—47p.; For a related document see ED 114 586 (First Year's Program–Fiscal Year 1975 Funding)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, *Directories, Educational Legislation, *Educational Programs, Elementary Secondary Education, Federal Aid, *Projects, Special Education, *State Programs

Information on career education activities is provided in this compilation of career education projects. Activities are categorized into six areas: (1) Activities designed to effect incremental improvements in K-12 career education programs; (2) activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies and institutions of higher education; (3) activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices; (4) activities designed to demonstrate the most effective methods and techniques for training and retraining persons for conducting career education programs; (5) activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public; and (6) projects for development of state plans for implementation of career education in the local educational agencies of the states, under the provisions of Subpart C of 45 CFR Part 160d. Information for each project is arranged according to state and project number, grant or contract number and Office of Career Education team, project director and organization, title of project, and federal funding. (TA)

ED 132 285 CE 008 478

Brantley, Michael B.

Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.

Westside Area Career/Occupation Project, Glendale, Ariz.

Pub Date—Jun 76

Note—87p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Individualized Programs, Instructional Materials, *Job Skills, Prevocational Education, Program Descriptions, *Skill Development, *Special Programs, Teaching Guides, *Trainable Mentally Handicapped, Training Techniques, *Unit Plan

This program is designed to provide an individualized series of vocationally useful sub-skills in a wide variety of areas to trainable mentally handicapped students in a prevocational program. The Introduction and General Information section is categorized into What the Program Is Designed to Do, Who Can Use the Program, How to Modify the Program for Use with Higher Functioning Students, Cost of the Program, Resources for Materials, Use of Donated Materials, and How the Program Works. The tasks are outlined in 18 different units with each unit listing goals, comments, materials required, how to proceed, and modifications for higher functioning students. Units also include sample forms and detailed drawings when appropriate. The 18 units are (1) Telephone Book, (2) Wiring (3) Fine Motor, (4) Alphabet Cards, (5) Order Filling, (6) Pipe Assembly, (7) Sorting, (8) Packaging, (9) Mail Sorting, (10) Measurement, (11) Stapling, (12) Collating, (13) Wrench and Socket, (14) Wrapping, (15) Woodburning, (16) Soldering, (17) Perceptual, and (18) Stringing. (HD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the Resume Section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Subject Term — **Task Analysis**
Title of Document — Proceedings of a Symposium on Task Analyses/Task Inventories.
ED 126 314 — Accession Number

Abstracts
Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
ED 130 141

Accounting
Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.
ED 132 282

Activity Units
Leather Work.
ED 132 271
Patchwork Quilts.
ED 132 270
Pottery.
ED 132 269
Weaving.
ED 132 268

Administrative Personnel
Exemplary Competency-Based Vocational Teacher Education Project: Administration/-Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.
ED 131 249
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266
A Project to Determine Teaching Content. Final Report.
ED 131 190

Administrative Policy
Safety Handbook.
ED 131 246

Administrative Principles
Managing the Occupational Education Laboratory.
ED 131 296//

Administrative Problems
Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.
ED 131 213

Administrator Attitudes
A Project to Determine Teaching Content. Final Report.
ED 131 190

Administrator Role
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266

Admission Criteria
Developing Career Counseling Instruments. A Guidance Handbook.
ED 130 137
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252

Adult Basic Education
A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.
ED 131 259

Adult Education
Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
ED 131 315
A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.
ED 131 304

Adult Educators
A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.
ED 131 304

Adult Vocational Education
Third Party Evaluation Report of Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over.
ED 131 260
Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.
ED 131 324

Affirmative Action
Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.
ED 132 240//
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252

Age Groups
Burn Injuries: Causes, Consequences, Knowledge, Behaviors.
ED 131 247

Agribusiness
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Two of Five Volumes. Appendix A.
ED 131 298
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Three of Five Volumes. Appendix B.
ED 131 299
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume One of Five Volumes.
ED 131 297
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Five of Five Volumes. Appendix D.
ED 131 286
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Four of Five Volumes. Appendix C.
ED 131 285
Source Units Developed as Part of an Internship Program in Agriculture/Agribusiness.
ED 131 280
Teaching the Meaning and Importance of Agribusiness (A Teaching Plan Designed for Use with "A Reference Unit on the Meaning and Importance of Agribusiness").
ED 132 246

Agricultural Education
Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
ED 130 141
A Bibliography of Free Loan Materials for Agriculture Education. Vocational Education Resource Materials.
ED 132 279
Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
ED 131 312
Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States.
ED 131 311
A Reference Unit on Understanding the Role of Research and Education in Agriculture. Agriculture and Natural Resources Series. Publication 1016.
ED 131 199

Agricultural Occupations
Sheep Production Occupations. Skills and Competencies.
ED 131 223
Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.
ED 131 212

Agricultural Production
Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
ED 131 312
Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States.
ED 131 311
Sheep Production Occupations. Skills and Competencies.
ED 131 223

Agricultural Research Projects
A Reference Unit on Understanding the Role of Research and Education in Agriculture. Agriculture and Natural Resources Series. Publication 1016.
ED 131 199

Agriculture
A Reference Unit on Understanding the Role of Research and Education in Agriculture. Agriculture and Natural Resources Series. Publication 1016.
ED 131 199

Alternators (Electric Generators)
Vocational-Technical Physics Project. The Alternator: I. Current Electricity, II. Magnets from Electricity, III. Electricity from Magnets, IV. Energy Conversion. Field Test Edition.
ED 131 293

American Indians
Cooperative Education for the American Indian in Dallas County. Mountain View College. Dallas County Community College District.
ED 131 308

Animal Caretakers
Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.
ED 131 212

Annotated Bibliographies
Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
ED 130 141
A Bibliography of Free Loan Materials for Agriculture Education. Vocational Education Resource Materials.
ED 132 279
A Bibliography of Free Loan Materials for Business Education. Third Edition. Vocational Education Resource Materials.
ED 132 274
A Bibliography of Free Loan Materials for Career Education. Vocational Education Resource Materials.
ED 132 278
A Bibliography of Free Loan Materials for Distributive Education. Third Edition. Vocational Education Resource Materials.
ED 132 277
A Bibliography of Free Loan Materials for Health Occupations Education. Third Edition. Vocational Education Resource Materials.
ED 132 275
A Bibliography of Free Loan Materials for Home Economics Education. Third Edition. Vocational Education Resource Materials.
ED 132 273
A Bibliography of Free Loan Materials for Trade and Industrial Education. Third Edition. Vocational Education Resource Materials.
ED 132 276
A Limited Index to the Manpower Literature.
ED 131 222
Sources of Information–Vocational Programs for the Handicapped.
ED 131 194

Apprenticeships
Dual Enrollment as an Operating Engineer Apprentice and an Associate Degree Candidate. Final Report.
ED 131 233

Associate Degrees
Dual Enrollment as an Operating Engineer Apprentice and an Associate Degree Candidate. Final Report.
ED 131 233
Less-Than-Baccalaureate Level Technical Education Program in Four-Year Public Colleges and Universities.
ED 131 189

Attendant Training
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331

Auto Mechanics
Development of a Systematic Automotive Education Program. Final Report.
ED 131 232

Aviation Electronics
Aviation Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.
ED 132 272

Aviation Technology
Aviation Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.
ED 132 272
Aviation Support Equipment Technician M 3 & 2. Rate Training Manual and Nonresident Career Course.
ED 132 243

Basic Skills
A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.
ED 131 259

Behavioral Science Research
Careers, Counseling, and Control.
ED 130 149

Bicycle Repair
Bicycle Repair Course of Instruction. Final Report.
ED 131 282

Bilingual Education
Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.
ED 131 338
Health Career Education Program. Instructional Television.
ED 131 224//

Bilingual Teacher Aides
Research and Analysis of Competencies Needed by the Bilingual Teacher Aide.
ED 131 310

Birth Rate
Families and the Rise of Working Wives–an Overview. Special Labor Force Report 189.
ED 131 235

Bookkeeping
Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.
ED 132 282

Buildings
Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.
ED 132 241

Business Correspondence
The American Wholesale Grocery and the Tennessee Supermarket. Integrated Clerical Project.
ED 132 247

Business Education
A Bibliography of Free Loan Materials for Business Education. Third Edition. Vocational Education Resource Materials.
ED 132 274
Minimum Levels of Technical Competency Standards of Business and Office Education Programs in Nebraska. Final Report. June 1, 1973-May 31, 1974.
ED 131 191
Supplementary Teaching Materials for Business Courses.
ED 132 248

Business Education Teachers
Exemplary Competency-Based Vocational Teacher Education Project: Vocational Business Education Component. Competency Identification Phase: Professional Competencies for Vocational Business Education Teachers in Florida. Series No. 4.
ED 131 272

Business Skills
The American Wholesale Grocery and the Tennessee Supermarket. Integrated Clerical Project.
ED 132 247
Minimum Levels of Technical Competency Standards of Business and Office Education Programs in Nebraska. Final Report. June 1, 1973-May 31, 1974.
ED 131 191
Office Methods and Behavior. Student Manual.
ED 131 253

California
California Career Education Research and Development Project.
ED 131 303

Career Awareness
Career Education: Learning with a Purpose (Elementary 5-6).
ED 131 211
Coordinated Effort for Career Education. Final Report.
ED 131 325

Career Choice
Careers, Counseling, and Control.
ED 130 149
Changing Trends in the Plans of High School Seniors. Comparisons of the Educational, Employment and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975. Manpower Report 76-1.
ED 131 316

Career Education
"Career Education" Junior High School Style. Final Report.
ED 131 300
A Bibliography of Free Loan Materials for Career Education. Vocational Education Resource Materials.
ED 132 278
California Career Education Research and Development Project.
ED 131 303
Career and Vocational Education: 1975 State Activity. Draft Paper.
ED 131 276
Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Second Year's Program-Fiscal Year 1976 Funding).
ED 132 284
Career Education: Learning with a Purpose (Elementary 5-6).
ED 131 211
Career Education: Learning with a Purpose. Junior High/Secondary Guide.
ED 131 210
Community College and Local Rural Secondary Schools Cooperative Career Assessment and Exploration Program. Final Project Report.
ED 131 319
The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
ED 131 261
A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.
ED 131 257
Coordinated Effort for Career Education. Final Report.
ED 131 325
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Two of Five Volumes. Appendix A.
ED 131 298
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Three of Five Volumes. Appendix B.
ED 131 299
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume One of Five Volumes.
ED 131 297
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Four of Five Volumes. Appendix C.
ED 131 285
Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System.
ED 130 145
Development of a Career Education Curriculum for Deaf Students at the Texas School for the Deaf. Final Report.
ED 130 144
Exemplary Competency-Based Vocational Teacher Education Project: Career Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Implementing the Career Education Concept in Vocational Education Programs in Florida. Series No. 6.
ED 131 230
Health Career Education Program. Instructional Television.
ED 131 224//
Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
ED 131 315
Language Arts Curriculum Guide: Grades Seven-Twelve.
ED 131 289
Project RACE: Research Activities for Career Education. Final Report.
ED 131 322
Promising Practices in Oregon: Career and Vocational Education. Created in Oregon under the Auspices of Parts C and D of P. L. 90-576.
ED 130 140
Research and Development Project in Career Education. Curriculum Resource Guide. Volume III-Grades 8-9.
ED 130 136
Research and Development Project in Career Education. Final Report (South Carolina).
ED 131 302
REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Evaluation Report. July 1, 1973-June 30, 1976.
ED 132 253
REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.
ED 131 273
A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.
ED 130 139
SAVE* Your Schools *(Strategies to Achieve Vocational Equality).
ED 131 195
Third Party Evaluation Report of Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over.
ED 131 260
Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First and Second Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 3.
ED 131 245
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.
ED 132 280

Career Education Project
Career Education: Learning with a Purpose. Junior High/Secondary Guide.
ED 131 210

Career Exploration
Coordinated Effort for Career Education. Final Report.
ED 131 325
A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.
ED 130 164
Research and Development Project in Career Education. Curriculum Resource Guide. Volume III-Grades 8-9.
ED 130 136
What's It All About, Artie? Exploratory Workbook for the Commercial Art Student.
ED 131 226

Career Planning
CAP: Career Assessment Program (To Be Used to Identify the Status of the Students' Post High School Career Plans; and to Provide Them with Counseling and Information Needed to Pursue Their Career Goals).
ED 131 290
Changing Trends in the Plans of High School Seniors. Comparisons of the Educational, Employment and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975. Manpower Report 76-1.
ED 131 316
Guidelines for Health Occupations Education Programs in Secondary Schools.
ED 132 249
Implementation of the Occupational Cluster Concept-A Curriculum Tool for Improving Career

Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.
ED 131 328

Certification
Measures of Success: A Survey of Selected Vocational and Technical Education Programs in Florida which Train Students in Occupations Requiring Licenses.
ED 132 260

Change Agents
Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.
ED 130 163

Changing Attitudes
The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.
ED 130 143

Child Care Centers
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331

Child Care Workers
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331

Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record.
ED 131 317

Child Labor Legislation
The Young Worker and the Law: A Guide for 14-18 Year Olds.
ED 131 283

Youth Employment Laws: A Handbook for Supervisors of Young Workers.
ED 131 284

Child Rearing
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331

Citizens Councils
Community Education Work Councils. Occasional Paper No. 17.
ED 131 266

Development of a Systematic Automotive Education Program. Final Report.
ED 131 232

Civil Rights Legislation
Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.
ED 132 240

Classification
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.
ED 131 204

Cognitive Tests
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Four of Five Volumes. Appendix C.
ED 131 285

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Five of Five Volumes. Appendix D.
ED 131 286

College Curriculum
College Curriculum for Correctional Instructional Personnel.
ED 131 306

Commercial Art
What's It All About, Artie? Exploratory Workbook for the Commercial Art Student.
ED 131 226

Community Colleges
Cooperative Education for the American Indian in Dallas County. Mountain View College. Dallas County Community College District.
ED 131 308

Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.
ED 132 261

Community Cooperation
Community-Based Corrections in Des Moines. An Exemplary Project.
ED 132 262

Community Education
Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
ED 131 215

Community Programs
Community Education Work Councils. Occasional Paper No. 17.
ED 131 266

Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
ED 131 215

Community Resources
School and College Administrators' Seminars: Community Resources. Report and Major Addresses.
ED 130 142

Community Schools
Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
ED 131 215

Community Service Programs
Annual Program Amendment to the Tennessee State Plan for Community Service and Community Education Programs. Fiscal Year 1977.
ED 131 239

Community Surveys
Health Occupations Needs Assessment for the Glendale Union High School District. Final Report.
ED 131 330

Comparative Analysis
Changing Trends in the Plans of High School Seniors. Comparisons of the Educational, Employment and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975. Manpower Report 76-1.
ED 131 316

Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.
ED 132 282

A Study of Structured and Non-Structured Work Experience Programs in Texas. Final Report.
ED 131 320

Computer Assisted Instruction
A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.
ED 131 305

Concept Formation
Teaching the Meaning and Importance of Agribusiness (A Teaching Plan Designed for Use with "A Reference Unit on the Meaning and Importance of Agribusiness").
ED 132 246

Construction (Process)
Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.
ED 132 241

Consultants
Designing a Demonstration Project to Facilitate the Utilization of Its Results.
ED 131 228

Continuous Learning
Annual Program Amendment to the Tennessee State Plan for Community Service and Community Education Programs. Fiscal Year 1977.
ED 131 239

Cooperative Education
Cooperative Education for the American Indian in Dallas County. Mountain View College. Dallas County Community College District.
ED 131 308

A Resource Guide for Cooperative Work Experience Programs.
ED 131 227

A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report.
ED 131 321

A Standard Training Plan for Distributive Education Cooperative Work Programs. (Revised Spring, 1976).
ED 131 288

A Study of Structured and Non-Structured Work Experience Programs in Texas. Final Report.
ED 131 320

Cooperative Planning
Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.
ED 131 213

Cooperative Programs
Allied Health Manpower Training Model. Final Report. June 27, 1973-January 31, 1975.
ED 131 219

Dual Enrollment as an Operating Engineer Apprentice and an Associate Degree Candidate. Final Report.
ED 131 233

Correctional Education
College Curriculum for Correctional Instructional Personnel.
ED 131 306

Correctional Manpower Services Project
Development of a Systematic Automotive Education Program. Final Report.
ED 131 232

Correctional Rehabilitation
Community-Based Corrections in Des Moines. An Exemplary Project.
ED 132 262

Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.
ED 131 318

Cotton Production
Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
ED 131 312

Counselors
Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Personnel. Final Report.
ED 131 314

Course Descriptions
Guidelines and Course Outlines for Practical Nursing. Health Occupations Education.
ED 132 250
Medical Radiologic Technology: A Suggested Two-Year Post High School Curriculum.
ED 131 256
Ornamental Horticulture. Course of Study Outlines. 1975 Edition. Volume XXX.
ED 132 251

Course Organization
Guidelines and Course Outlines for Practical Nursing. Health Occupations Education.
ED 132 250

Credentials
Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.
ED 131 213

Criminals
Community-Based Corrections in Des Moines. An Exemplary Project.
ED 132 262

Criterion Referenced Tests
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Five of Five Volumes. Appendix D.
ED 131 286
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Four of Five Volumes. Appendix C.
ED 131 285

Crop Processing Occupations
Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
ED 131 312

Cultural Factors
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252

Curriculum
Bicycle Repair Course of Instruction. Final Report.
ED 131 282
A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.
ED 131 259
Research and Development Project in Career Education. Curriculum Resource Guide. Volume III-Grades 8-9.
ED 130 136

Curriculum Development
"Career Education" Junior High School Style. Final Report.
ED 131 300
Allied Health Manpower Training Model. Final Report. June 27, 1973-January 31, 1975.
ED 131 219
California Career Education Research and Development Project.
ED 131 303
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume One of Five Volumes.
ED 131 297
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Three of Five Volumes. Appendix B.
ED 131 299
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Two of Five Volumes. Appendix A.
ED 131 298
Curriculum Development in Vocational-Technical Education: The Part I Program.
ED 130 154
Development of a Career Education Curriculum for Deaf Students at the Texas School for the Deaf. Final Report.
ED 130 144
Development of a Systematic Automotive Education Program. Final Report.
ED 131 232
Development of Instructional Module Orientation to the Health Care Delivery System. Final Report.
ED 131 332
The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.
ED 131 313
The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.
ED 131 339
Implementation of the Occupational Cluster Concept–A Curriculum Tool for Improving Career Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.
ED 131 328
Language Arts Curriculum Guide: Grades Seven-Twelve.
ED 131 289
A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.
ED 131 329
Promoting Educator Contributions to Colorado's Vocational Education Curriculum Materials Development Efforts: Selected Papers and Synopses of Remarks Presented at the Curriculum Materials Development Workshop. Interim Report.
ED 131 326
Research Project in Vocational Nurse Education. Final Report.
ED 131 309
REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Evaluation Report. July 1, 1973-June 30, 1976.
ED 132 253
REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.
ED 131 273

Curriculum Evaluation
A Comparison of Century 21 and Gregg Diamond Jubilee Shorthand Systems.
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Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Three of Five Volumes. Appendix B.
ED 131 299

Curriculum Planning
Guidelines and Course Outlines for Practical Nursing. Health Occupations Education.
ED 132 250
Guidelines for Health Occupations Education Programs in Secondary Schools.
ED 132 249
Medical Radiologic Technology: A Suggested Two-Year Post High School Curriculum.
ED 131 256

Daily Living Skills
A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.
ED 131 259

Data Analysis
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume V. Data Analysis: Procedures and Results. Project EDNEED I.
ED 131 207

Data Collection
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.
ED 131 204

Day Care Programs
Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record.
ED 131 317

Deaf
Bicycle Repair Course of Instruction. Final Report.
ED 131 282

Deaf Education
Development of a Career Education Curriculum for Deaf Students at the Texas School for the Deaf. Final Report.
ED 130 144

Decision Making
Local Office Decision-Making and Implementation.
ED 131 220
Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.
ED 132 261

Decision Making Skills
Local Office Decision-Making and Implementation.
ED 131 220

Definitions
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume III. Project EDNEED Lexicon.
ED 131 205

Delivery Systems
Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System.
ED 130 145
Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.
ED 131 229
Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
ED 131 315

Demonstration Programs
California Career Education Research and Development Project.
ED 131 303
Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed. Act 1968.
ED 130 165

Demonstration Projects
An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.
ED 130 151
Designing a Demonstration Project to Facilitate the Utilization of Its Results.
ED 131 228
A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.
ED 130 139

Dental Hygienists
Statewide Survey of Current and Future Employment Levels of Licensed Dental Hygienists.
ED 131 307

Dictionary of Occupational Titles
Using the "Dictionary of Occupational Titles" as a Source of Occupational Information.
ED 131 287

Directories
Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Second Year's Program–Fiscal Year 1976 Funding).
ED 132 284

Disadvantaged Youth
A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.
ED 130 164
Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Idenification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida. Series No. 8.
ED 131 251
A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report.
ED 131 321
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.
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Distributive Education
A Bibliography of Free Loan Materials for Distributive Education. Third Edition. Vocational Education Resource Materials.
ED 132 277
A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.
ED 131 329
A Standard Training Plan for Distributive Education Cooperative Work Programs. (Revised Spring, 1976).
ED 131 288

Distributive Education Teachers
A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.
ED 131 329

Dogmatism
Dogmatism As a Predictor of Effective Supervisory Skills.
ED 131 198

Dual Enrollment
Dual Enrollment as an Operating Engineer Apprentice and an Associate Degree Candidate. Final Report.
ED 131 233

Educational Alternatives
The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.
ED 131 267

Educational Assessment
A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.
ED 131 257

Educational Change
Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.
ED 130 163

Educational Development
A History of Vocational Education.
ED 132 283

Educational Diagnosis
Burn Injuries: Causes, Consequences, Knowledge, Behaviors.
ED 131 247

Educational Discrimination
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252

Educational History
A History of Vocational Education.
ED 132 283

Educational Legislation
Career and Vocational Education: 1975 State Activity. Draft Paper.
ED 131 276
The Status of Research Capability in Vocational Education Research and Development.
ED 130 152
Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First and Second Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 3.
ED 131 245

Educational Needs
College Curriculum for Correctional Instructional Personnel.
ED 131 306
Industrial Arts: A Focus on Society's Need.
ED 131 203
Research and Analysis of Competencies Needed by the Bilingual Teacher Aide.
ED 131 310
Statewide Survey of Current and Future Employment Levels of Licensed Dental Hygienists.
ED 131 307
Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First and Second Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 3.
ED 131 245

Educational Opportunities
CAP: Career Assessment Program (To Be Used to Identify the Status of the Students' Post High School Career Plans; and to Provide Them with Counseling and Information Needed to Pursue Their Career Goals).
ED 131 290

Educational Planning
Human Resource Development: Technical Education's Challenge. Proceedings of the Annual National Clinic on Technical Education (12th, Spokane, Washington, March 26-28, 1975).
ED 131 201

Educational Policy
An Analysis of Vocational Education R and D Policies from Three Perspectives.
ED 130 150
Community Education Work Councils. Occasional Paper No. 17.
ED 131 266
A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.
ED 130 158
Policy Alternatives in the Evaluation of Vocational Education.
ED 130 159
Vocational Research and Development: Key to Survival in America's Third Century.
ED 130 156

Educational Programs
Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Second Year's Program–Fiscal Year 1976 Funding).
ED 132 284

Educational Research
An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts.
ED 130 153
An Analysis of Vocational Education R and D Policies from Three Perspectives.
ED 130 150
A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.
ED 130 158
Guidance and Counseling, Vocational Education, Research and Development.
ED 130 161
Helter-Skelter: Vocational Education R & D.
ED 130 155
Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 5.
ED 131 342
The Status of Research Capability in Vocational Education Research and Development.
ED 130 152
Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.
ED 130 163
Vocational Education Research and Development for Ethnic Minority Students.
ED 130 160
Vocational Research and Development: Key to Survival in America's Third Century.
ED 130 156

Educational Researchers
Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.

ED 131 250

Educational Responsibility
Human Resource Development: Technical Education's Challenge. Proceedings of the Annual National Clinic on Technical Education (12th, Spokane, Washington, March 26-28, 1975).
ED 131 201
Industrial Arts: A Focus on Society's Need.
ED 131 203

Educational Trends
An Analysis of Vocational Education R and D Policies from Three Perspectives.
ED 130 150
Changing Trends in the Plans of High School Seniors. Comparisons of the Educational, Employment and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975. Manpower Report 76-1.
ED 131 316

Electrical Systems
Aviation Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.
ED 132 272

Electricians
Aviation Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.
ED 132 272

Electronic Technicians
Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.
ED 132 256

Elementary School Curriculum
Career Education: Learning with a Purpose (Elementary 5-6).
ED 131 211
Health Career Education Program. Instructional Television.
ED 131 224//
REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.
ED 131 273

Emergency Programs
Search and Rescue. Auxiliary Operational Specialty Course. Student Text.
ED 131 214

Employer Attitudes
Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.
ED 131 186

Employers
Youth Employment Laws: A Handbook for Supervisors of Young Workers.
ED 131 284

Employment
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193
Work Ethics for Today's Youth. Teacher's Guide.
ED 130 138

Employment Patterns
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193

Employment Programs
Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.
ED 131 186

Employment Qualifications
Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.
ED 131 213

Employment Service
Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.
ED 131 186

Employment Services
Community Education Work Councils. Occasional Paper No. 17.
ED 131 266
Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.
ED 131 186
Student Job Placement Service. Final Report.
ED 131 337

Employment Statistics
Employment by Industry in Ohio Counties, 1940-1970.
ED 130 148

Employment Trends
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193
Families and the Rise of Working Wives–an Overview. Special Labor Force Report 189.
ED 131 235
The Labor Supply for Lower Level Occupations: Final Report. Volume I.
ED 132 259

Engineering Technology
The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.
ED 131 339

English Curriculum
Language Arts Curriculum Guide: Grades Seven-Twelve.
ED 131 289

Enlisted Personnel
Enlistment Motivation and the Disposition of Army Applicants. Technical Report 74-5.
ED 131 238

Entry Workers
Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.
ED 132 282

Environmental Education
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Five of Five Volumes. Appendix D.
ED 131 286
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Four of Five Volumes. Appendix C.
ED 131 285
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Two of Five Volumes. Appendix A.
ED 131 298
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume One of Five Volumes.
ED 131 297
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Three of Five Volumes. Appendix B.
ED 131 299

Equal Opportunities (Jobs)
Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.
ED 132 240//

Ethics
Work Ethics for Today's Youth. Teacher's Guide.
ED 130 138

Ethnic Groups
Vocational Education Research and Development for Ethnic Minority Students.
ED 130 160

Evaluation
Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.
ED 131 192

Evaluation Criteria
An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.
ED 130 151
Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.
ED 131 262
Manager's Guide to Selecting Training Employees.
ED 131 255
Measures of Success: A Survey of Selected Vocational and Technical Education Programs in Florida which Train Students in Occupations Requiring Licenses.
ED 132 260
A Model for the Evaluation of Vocational Teacher Education.
ED 131 263

Evaluation Methods
The Development and Field Test of an Objective Career Counseling Instrument. Final Report.
ED 130 166
Evaluation of Vocational Technical Education. Phase I. A Review of the Literature.
ED 131 333
Evaluation of Vocational Technical Education. Phase II. A Skeletal Model with Suggested Research and Development Activities.
ED 131 334
Vocational Education Program Evaluation Project. Final Report.
ED 131 323

Exceptional (Atypical)
Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Report of a Study.
ED 131 277

Exemplary Community Education Programs
Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
ED 131 215

Experimental Curriculum
Development of Instructional Module Orientation to the Health Care Delivery System. Final Report.
ED 131 332

Family (Sociological Unit)
Families and the Rise of Working Wives–an Overview. Special Labor Force Report 189.
ED 131 235

Family Role
The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.
ED 131 267

Feasibility Studies
Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System.
ED 130 145

Federal Legislation
Annual Program Amendment to the Tennessee State Plan for Community Service and Community Education Programs. Fiscal Year 1977.
ED 131 239
A Reference Unit on Understanding the Role of Research and Education in Agriculture. Agriculture and Natural Resources Series. Publication 1016.
ED 131 199
The Status of Research Capability in Vocational Education Research and Development.
ED 130 152
Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First and Second Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 3.
ED 131 245

Federal Programs
Curriculum Development in Vocational-Technical Education: The Part I Program.
ED 130 154
Dissemination of Research and Development Products and Results in Vocational Education.
ED 130 157
A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.
ED 130 139

Federal Programs Career Education Project
CAP: Career Assessment Program (To Be Used to Identify the Status of the Students' Post High School Career Plans; and to Provide Them with Counseling and Information Needed to Pursue Their Career Goals).
ED 131 290

Fees
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266

Females
Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.
ED 132 240//

Fire Fighters
Fire Education and Training–FEAT. Final Report.
ED 131 335

Fire Protection
Burn Injuries: Causes, Consequences, Knowledge, Behaviors.
ED 131 247

Fire Science Education
Fire Education and Training–FEAT. Final Report.
ED 131 335

Florida
Measures of Success: A Survey of Selected Vocational and Technical Education Programs in Florida which Train Students in Occupations Requiring Licenses.
ED 132 260

Forestry
Forestry. A Curriculum Guide.
ED 131 295

Franco Americans
Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.
ED 131 338

Futures (of Society)
A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.
ED 130 158

Gerontology
Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.
ED 131 338

Governance
Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.
ED 132 261

Government Role
Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.
ED 131 213
The Status of Research Capability in Vocational Education Research and Development.
ED 130 152

Grade 7
A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.
ED 130 164

Grade 8
A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.
ED 130 164

Graphic Arts
What's It All About, Artie? Exploratory Workbook for the Commercial Art Student.
ED 131 226

Guidance Counseling
Guidance and Counseling, Vocational Education, Research and Development.
ED 130 161

Handicapped
Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.
ED 131 231
Sources of Information–Vocational Programs for the Handicapped.
ED 131 194

Handicapped Students
Competencies and Assessment Behaviors for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report, Section B. April 1974-December 31, 1975.
ED 131 244
Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Report of a Study.
ED 131 277
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.
ED 132 280

Handicrafts
Leather Work.
ED 132 271
Patchwork Quilts.
ED 132 270
Pottery.
ED 132 269
Weaving.
ED 132 268

Health Education
Health Career Education Program. Instructional Television.
ED 131 224//
Teaching Safety and Health in the Workplace. An Instructor's Guide.
ED 131 216

Health Occupations
Health Occupations Needs Assessment for the Glendale Union High School District. Final Report.
ED 131 330

Health Occupations Education
Allied Health Manpower Training Model. Final Report. June 27, 1973-January 31, 1975.
ED 131 219
A Bibliography of Free Loan Materials for Health Occupations Education. Third Edition. Vocational Education Resource Materials.
ED 132 275
Development of Instructional Module Orientation to the Health Care Delivery System. Final Report.
ED 131 332
Guidelines for Health Occupations Education Programs in Secondary Schools.
ED 132 249
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252

High School Curriculum
Career Education: Learning with a Purpose. Junior High/Secondary Guide.
ED 131 210
Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.
ED 132 282
REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.
ED 131 273

High School Students
High School Seniors' Attitudes & Concepts of Nursing As a Profession.
ED 131 217
Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed. Act 1968.
ED 130 165

High Schools
Student Job Placement Service. Final Report.
ED 131 337

Home Economics Education
A Bibliography of Free Loan Materials for Home Economics Education. Third Edition. Vocational Education Resource Materials.
ED 132 273

Home Economics Teachers
Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Report of a Study.
ED 131 277

Home Instruction
The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.
ED 131 267

Horses
Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States.
ED 131 311

Human Resources
Human Resource Development and Vocational Education.
ED 130 162
Human Resource Development: Technical Education's Challenge. Proceedings of the Annual National Clinic on Technical Education (12th, Spokane, Washington, March 26-28, 1975).
ED 131 201

Hydraulics
Techniques of Water-Resources Investigations of the United States Geological Survey. Book 3, Applications of Hydraulics. Chapter B2, Introduction to Ground-Water Hydraulics: Programed Text for Self-Instruction.
ED 131 218

Indexes (Locaters)
A Limited Index to the Manpower Literature.
ED 131 222

Indiana
Changing Trends in the Plans of High School Seniors. Comparisons of the Educational, Employment and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975. Manpower Report 76-1.
ED 131 316

Individualized Curriculum
The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.
ED 131 313
Jacks–A Study of Simple Machines.
ED 131 291
Vocational-Technical Physics Project. The Alternator: I. Current Electricity, II. Magnets from Electricity, III. Electricity from Magnets, IV. Energy Conversion. Field Test Edition.
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Vocational-Technical Physics Project. Thermometers: I. Temperature and Heat, II. Expansion Thermometers, III. Electrical Thermometers. Field Test Edition.
ED 131 292

Individualized Instruction
The American Wholesale Grocery and the Tennessee Supermarket. Integrated Clerical Project.
ED 132 247
Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202
A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.
ED 131 305

Individualized Programs
Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.
ED 132 285

Industrial Arts
Industrial Arts: A Focus on Society's Need.
ED 131 203

Industrial Education
A History of Vocational Education.
ED 132 283
The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.
ED 131 339
Industrial Arts: A Focus on Society's Need.
ED 131 203

Industrial Personnel
Dogmatism As a Predictor of Effective Supervisory Skills.
ED 131 198

Industrial Structure
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193

Information Dissemination
An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts.
ED 130 153
Dissemination of Research and Development Products and Results in Vocational Education.
ED 130 157

Information Needs
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume III. Project EDNEED Lexicon.
ED 131 205
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.
ED 131 204
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.
ED 131 206
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
ED 131 208
Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.
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Information Services
Bridgeport Area Manpower Information Systems Project.
ED 131 234
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
ED 131 208

Information Storage
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.
ED 131 204

Information Systems
Bridgeport Area Manpower Information Systems Project.
ED 131 234
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.
ED 131 206
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume V. Data Analysis: Procedures and Results. Project EDNEED I.
ED 131 207
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
ED 131 208
A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.
ED 131 305

Information Utilization
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume III. Project EDNEED Lexicon.
ED 131 205
Dissemination of Research and Development Products and Results in Vocational Education.
ED 130 157

Injuries
Burn Injuries: Causes, Consequences, Knowledge, Behaviors.
ED 131 247

Inservice Programs
Local Office Decision-Making and Implementation.
ED 131 220

Inservice Teacher Education
Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System.
ED 130 145
The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.
ED 130 143
A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.
ED 131 329

Instructional Materials
Development of Instructional Module Orientation to the Health Care Delivery System. Final Report.
ED 131 332
Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/-ARM), Volume 9, Number 5.
ED 131 342
Promoting Educator Contributions to Colorado's Vocational Education Curriculum Materials Development Efforts: Selected Papers and Sy-

nopses of Remarks Presented at the Curriculum Materials Development Workshop. Interim Report.
ED 131 326

Instructional Staff
Manager's Guide to Selecting Training Employees.
ED 131 255

Instructional Systems
A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.
ED 131 305

Instructional Technology
The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.
ED 131 267

Instructor Coordinators
Exemplary Competency-Based Vocational Teacher Education Project: Cooperative Vocational Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teacher-Coordinators in Cooperative Vocational Education Programs in Florida. Series No. 1.
ED 131 248

Interdisciplinary Approach
Leather Work.
ED 132 271
Patchwork Quilts.
ED 132 270
Pottery.
ED 132 269
Weaving.
ED 132 268

Interpersonal Competence
Dogmatism As a Predictor of Effective Supervisory Skills.
ED 131 198

Interprofessional Relationship
Guidance and Counseling, Vocational Education, Research and Development.
ED 130 161

Item Analysis
Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Five of Five Volumes. Appendix D.
ED 131 286

Jacks (Lifts)
Jacks–A Study of Simple Machines.
ED 131 291

Job Analysis
Competencies and Assessment Behaviors for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report, Section B. April 1974-December 31, 1975.
ED 131 244
Competencies Needed by Workers in Horticultural Occupations.
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Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
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Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States.
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Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Personnel. Final Report.
ED 131 314
Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.
ED 131 192
A Standard Training Plan for Distributive Education Cooperative Work Programs. (Revised Spring, 1976).
ED 131 288
Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.
ED 131 212
Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record.
ED 131 317

Job Application
The Young Worker and the Law: A Guide for 14-18 Year Olds.
ED 131 283

Job Placement
Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.
ED 131 186
Student Job Placement Service. Final Report.
ED 131 337
Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed. Act 1968.
ED 130 165

Job Skills
Competencies Needed by Workers in Horticultural Occupations.
ED 131 327
Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
ED 131 312
Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States.
ED 131 311
Implementation of the Occupational Cluster Concept–A Curriculum Tool for Improving Career Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.
ED 131 328
Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.
ED 132 282
Minimum Levels of Technical Competency Standards of Business and Office Education Programs in Nebraska. Final Report. June 1, 1973-May 31, 1974.
ED 131 191
Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.
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Research and Analysis of Competencies Needed by the Bilingual Teacher Aide.
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Sheep Production Occupations. Skills and Competencies.
ED 131 223
Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.
ED 131 212

Job Training
Aviation Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.
ED 132 272
Aviation Support Equipment Technician M 3 & 2. Rate Training Manual and Nonresident Career Course.
ED 132 243
Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.
ED 132 256
Quartermaster 3 & 2. Rate Training Manual and Nonresident Career Course.
ED 132 263

Labor Conditions
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193

Labor Education
Teaching Safety and Health in the Workplace. An Instructor's Guide.
ED 131 216

Labor Force
Families and the Rise of Working Wives–an Overview. Special Labor Force Report 189.
ED 131 235
Taxes in a Labor Supply Model with Joint Wage-Hours Determination.
ED 131 265

Labor Market
Bridgeport Area Manpower Information Systems Project.
ED 131 234
Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.
ED 131 186

Labor Supply
The Labor Supply for Lower Level Occupations: Final Report. Volume I.
ED 132 259
Taxes in a Labor Supply Model with Joint Wage-Hours Determination.
ED 131 265

Language Arts
Language Arts Curriculum Guide: Grades Seven-Twelve.
ED 131 289

Learning Activities
Career Education: Learning with a Purpose (Elementary 5-6).
ED 131 211
Career Education: Learning with a Purpose. Junior High/Secondary Guide.
ED 131 210
Forestry. A Curriculum Guide.
ED 131 295
Introduction to Metrics.
ED 131 225
Jacks–A Study of Simple Machines.
ED 131 291
Language Arts Curriculum Guide: Grades Seven-Twelve.
ED 131 289
Office Methods and Behavior. Student Manual.
ED 131 253
Research and Development Project in Career Education. Curriculum Resource Guide. Volume III–Grades 8-9.
ED 130 136
Supplementary Teaching Materials for Business Courses.
ED 132 248
Using the "Dictionary of Occupational Titles" as a Source of Occupational Information.
ED 131 287
Vocational-Technical Physics Project. Instructor's Manual. Field Test Edition.
ED 131 294

Learning Characteristics
A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.
ED 131 305

Leathercraft
Leather Work.
ED 132 271

Legal Responsibility
Youth Employment Laws: A Handbook for Supervisors of Young Workers.
ED 131 284

Lesson Observation Criteria
Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202

Literature Reviews
Evaluation of Vocational Technical Education. Phase I. A Review of the Literature.
ED 131 333

Livestock
Sheep Production Occupations. Skills and Competencies.
ED 131 223

Management Information Systems
Bridgeport Area Manpower Information Systems Project.
ED 131 234
Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.
ED 131 324

Manpower Development
Allied Health Manpower Training Model. Final Report. June 27, 1973-January 31, 1975.
ED 131 219
Human Resource Development and Vocational Education.
ED 130 162
Human Resource Development: Technical Education's Challenge. Proceedings of the Annual National Clinic on Technical Education (12th, Spokane, Washington, March 26-28, 1975).
ED 131 201
A Limited Index to the Manpower Literature.
ED 131 222
Local Office Decision-Making and Implementation.
ED 131 220

Manpower Needs
Bridgeport Area Manpower Information Systems Project.
ED 131 234
Families and the Rise of Working Wives–an Overview. Special Labor Force Report 189.
ED 131 235
A Limited Index to the Manpower Literature.
ED 131 222
Statewide Survey of Current and Future Employment Levels of Licensed Dental Hygienists.
ED 131 307

Manpower Utilization
Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.
ED 131 243
Human Resource Development and Vocational Education.
ED 130 162
Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.
ED 131 192

Manufacturing
The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.
ED 131 339

Master Plans
Search and Rescue. Auxiliary Operational Specialty Course. Student Text.
ED 131 214

Material Development
Promoting Educator Contributions to Colorado's Vocational Education Curriculum Materials Development Efforts: Selected Papers and Synopses of Remarks Presented at the Curriculum Materials Development Workshop. Interim Report.
ED 131 326

Mathematical Concepts
Techniques of Water-Resources Investigations of the United States Geological Survey. Book 3, Applications of Hydraulics. Chapter B2, Introduction to Ground-Water Hydraulics: Programed Text for Self-Instruction.
ED 131 218

Mathematics Curriculum
Introduction to Metrics.
ED 131 225

Measurement
Introduction to Metrics.
ED 131 225

Measurement Instruments
Developing Career Counseling Instruments. A Guidance Handbook.
ED 130 137
The Development and Field Test of an Objective Career Counseling Instrument. Final Report.
ED 130 166

Mechanical Equipment
Vocational-Technical Physics Project. Instructor's Manual. Field Test Edition.
ED 131 294

Medical Services
Annotated Data Tables. A Supplement to Group Practice Administration: Current and Future Roles.
ED 132 267
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266

Mentally Handicapped
Sources of Information–Vocational Programs for the Handicapped.
ED 131 194

Metric System
Introduction to Metrics.
ED 131 225

Michigan
Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
ED 131 215

Microfiche
Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 5.
ED 131 342

Military Personnel
Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.
ED 131 243

Military Training
A Study of the Retention of Skills and Knowledge Acquired in Basic Training. Technical Report 75-10.
ED 131 221

Minority Groups
High School Seniors' Attitudes & Concepts of Nursing As a Profession.
ED 131 217
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252
Vocational Education Research and Development for Ethnic Minority Students.
ED 130 160

Mobile Educational Services
Community College and Local Rural Secondary Schools Cooperative Career Assessment and Exploration Program. Final Project Report.
ED 131 319

Models
Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.
ED 131 262
Evaluation of Vocational Technical Education. Phase II. A Skeletal Model with Suggested Research and Development Activities.
ED 131 334
A Model for the Evaluation of Vocational Teacher Education.
ED 131 263
A Resource Guide for Cooperative Work Experience Programs.
ED 131 227
A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.
ED 131 305

Motivation
Enlistment Motivation and the Disposition of Army Applicants. Technical Report 74-5.
ED 131 238

Multiply Handicapped
Bicycle Repair Course of Instruction. Final Report.
ED 131 282

National Surveys
Evaluation of Vocational Technical Education. Phase I. A Review of the Literature.
ED 131 333

Navigation
Quartermaster 3 & 2. Rate Training Manual and Nonresident Career Course.
ED 132 263

Needs Assessment
Burn Injuries: Causes, Consequences, Knowledge, Behaviors.
ED 131 247
Curriculum Development in Vocational-Technical Education: The Part I Program.
ED 130 154
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.
ED 131 206
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.
ED 131 204

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
ED 131 208
Health Occupations Needs Assessment for the Glendale Union High School District. Final Report.
ED 131 330
Helter-Skelter: Vocational Education R & D.
ED 130 155
Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.
ED 132 261
Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Report of a Study.
ED 131 277

Numerical Control
The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.
ED 131 339

Nursing
High School Seniors' Attitudes & Concepts of Nursing As a Profession.
ED 131 217

Observation
Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202

Occupational Clusters
Implementation of the Occupational Cluster Concept–A Curriculum Tool for Improving Career Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.
ED 131 328

Occupational Guidance
CAP: Career Assessment Program (To Be Used to Identify the Status of the Students' Post High School Career Plans; and to Provide Them with Counseling and Information Needed to Pursue Their Career Goals).
ED 131 290
Coordinated Effort for Career Education. Final Report.
ED 131 325
Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
ED 132 252

Occupational Home Economics
A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report.
ED 131 321

Occupational Information
The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.
ED 130 143
Minimum Levels of Technical Competency Standards of Business and Office Education Programs in Nebraska. Final Report. June 1, 1973-May 31, 1974.
ED 131 191
Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.
ED 131 192
Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record.
ED 131 317
Using the "Dictionary of Occupational Titles" as a Source of Occupational Information.
ED 131 287
The Young Worker and the Law: A Guide for 14-18 Year Olds.
ED 131 283

Occupational Surveys
The Labor Supply for Lower Level Occupations: Final Report. Volume I.
ED 132 259

Office Management
Local Office Decision-Making and Implementation.
ED 131 220

Office Occupations Education
The American Wholesale Grocery and the Tennessee Supermarket. Integrated Clerical Project.
ED 132 247
Minimum Levels of Technical Competency Standards of Business and Office Education Programs in Nebraska. Final Report. June 1, 1973-May 31, 1974.
ED 131 191

Office Practice
Office Methods and Behavior. Student Manual.
ED 131 253

Ohio
Employment by Industry in Ohio Counties, 1940-1970.
ED 130 148

Older Adults
Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.
ED 131 338
Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
ED 132 252

Operating Engineering
Dual Enrollment as an Operating Engineer Apprentice and an Associate Degree Candidate. Final Report.
ED 131 233

Oregon
Promising Practices in Oregon: Career and Vocational Education. Created in Oregon under the Auspices of Parts C and D of P. L. 90-576.
ED 130 140
A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.
ED 130 139

Organizational Change
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193
Local Office Decision-Making and Implementation.
ED 131 220

Organizational Effectiveness
Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.
ED 131 243

Ornamental Horticulture
Ornamental Horticulture. Course of Study Outlines. 1975 Edition. Volume XXX.
ED 132 251

Ornamental Horticulture Occupations
Competencies Needed by Workers in Horticultural Occupations.
ED 131 327

Outreach Programs
Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
ED 131 315

Paraprofessional Personnel
Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.
ED 131 338

Paraprofessional School Personnel
Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record.
ED 131 317

Parent Attitudes
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331

Performance Based Education
Exemplary Competency-Based Vocational Teacher Education Project: Administration/-Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.
ED 131 249

Performance Based Teacher Education
Exemplary Competency-Based Vocational Teacher Education Project: Career Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Implementing the Career Education Concept in Vocational Education Programs in Florida. Series No. 6.
ED 131 230
Exemplary Competency-Based Vocational Teacher Education Project: Cooperative Vocational Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teacher-Coordinators in Cooperative Vocational Education Programs in Florida. Series No. 1.
ED 131 248
Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Idenification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida. Series No. 8.
ED 131 251
Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.
ED 131 231
Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.
ED 131 229
Exemplary Competency-Based Vocational Teacher Education Project: Vocational Business Education Component. Competency Identification Phase: Professional Competencies for Vocational Business Education Teachers in Florida.

Series No. 4.
ED 131 272
Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators.
ED 131 200

Performance Criteria
The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
ED 131 261
Exemplary Competency-Based Vocational Teacher Education Project: Administration/-Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.
ED 131 249
Exemplary Competency-Based Vocational Teacher Education Project: Career Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Implementing the Career Education Concept in Vocational Education Programs in Florida. Series No. 6.
ED 131 230
Exemplary Competency-Based Vocational Teacher Education Project: Cooperative Vocational Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teacher-Coordinators in Cooperative Vocational Education Programs in Florida. Series No. 1.
ED 131 248
Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Idenification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida. Series No. 8.
ED 131 251
Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.
ED 131 231
Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.
ED 131 250
Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.
ED 131 229
Exemplary Competency-Based Vocational Teacher Education Project: Vocational Business Education Component. Competency Identification Phase: Professional Competencies for Vocational Business Education Teachers in Florida. Series No. 4.
ED 131 272

Personnel Needs
Manager's Guide to Selecting Training Employees.
ED 131 255

Personnel Selection
Manager's Guide to Selecting Training Employees.
ED 131 255

Pesticides
Apply Pesticides Correctly. A Programmed Instruction Learning Program for Private Applicators.
ED 132 242

Physically Handicapped
Sources of Information–Vocational Programs for the Handicapped.
ED 131 194

Physics Curriculum
The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.
ED 131 313
Jacks–A Study of Simple Machines.
ED 131 291
Vocational-Technical Physics Project. Instructor's Manual. Field Test Edition.
ED 131 294
Vocational-Technical Physics Project. The Alternator: I. Current Electricity, II. Magnets from Electricity, III. Electricity from Magnets, IV. Energy Conversion. Field Test Edition.
ED 131 293
Vocational-Technical Physics Project. Thermometers: I. Temperature and Heat, II. Expansion Thermometers, III. Electrical Thermometers. Field Test Edition.
ED 131 292

Physics Instruction
Vocational-Technical Physics Project. Instructor's Manual. Field Test Edition.
ED 131 294
Vocational-Technical Physics Project. The Alternator: I. Current Electricity, II. Magnets from Electricity, III. Electricity from Magnets, IV. Energy Conversion. Field Test Edition.
ED 131 293

Policy Formation
A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.
ED 130 158
Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.
ED 131 213
Manager's Guide to Selecting Training Employees.
ED 131 255
Policy Alternatives in the Evaluation of Vocational Education.
ED 130 159

Pottery
Pottery.
ED 132 269

Practical Nursing
Guidelines and Course Outlines for Practical Nursing. Health Occupations Education.
ED 132 250
Research Project in Vocational Nurse Education. Final Report.
ED 131 309

Prisoners
College Curriculum for Correctional Instructional Personnel.
ED 131 306
Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.
ED 131 318

Professional Education
Exemplary Competency-Based Vocational Teacher Education Project: Administration/-Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.
ED 131 249

Program Administration
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266
Philosophy, Program Development and Implementation. Proceedings and Evaluation of the Annual National Conference for State Personnel Development Coordinators (5th, Arlington, Texas, January 26-28, 1976). Career and Vocational Education Professional Development Report No. 19.
ED 131 209

Program Descriptions
Coordinated Effort for Career Education. Final Report.
ED 131 325
Fire Education and Training–FEAT. Final Report.
ED 131 335
Project RACE: Research Activities for Career Education. Final Report.
ED 131 322
Promising Practices in Oregon: Career and Vocational Education. Created in Oregon under the Auspices of Parts C and D of P. L. 90-576.
ED 130 140
Research and Development Project in Career Education. Final Report (South Carolina).
ED 131 302

Program Design
Allied Health Manpower Training Model. Final Report. June 27, 1973-January 31, 1975.
ED 131 219
Annual Program Amendment to the Tennessee State Plan for Community Service and Community Education Programs. Fiscal Year 1977.
ED 131 239

Program Development
Community-Based Corrections in Des Moines. An Exemplary Project.
ED 132 262
Guidelines and Course Outlines for Practical Nursing. Health Occupations Education.
ED 132 250
Guidelines for Health Occupations Education Programs in Secondary Schools.
ED 132 249
Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators.
ED 131 200
Less-Than-Baccalaureate Level Technical Education Program in Four-Year Public Colleges and Universities.
ED 131 189
Philosophy, Program Development and Implementation. Proceedings and Evaluation of the Annual National Conference for State Personnel Development Coordinators (5th, Arlington, Texas, January 26-28, 1976). Career and Vocational Education Professional Development Report No. 19.

ED 131 209

Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
ED 132 252

REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Evaluation Report. July 1, 1973-June 30, 1976.
ED 132 253

Program Effectiveness

An Analysis of Vocational Education R and D Policies from Three Perspectives.
ED 130 150

A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.
ED 131 257

REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Evaluation Report. July 1, 1973-June 30, 1976.
ED 132 253

Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
ED 131 215

Third Party Evaluation Report of Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over.
ED 131 260

Program Evaluation

Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.
ED 131 338

Community College and Local Rural Secondary Schools Cooperative Career Assessment and Exploration Program. Final Project Report.
ED 131 319

The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
ED 131 261

Coordinated Effort for Career Education. Final Report.
ED 131 325

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume V. Data Analysis: Procedures and Results. Project EDNEED I.
ED 131 207

Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System.
ED 130 145

Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.
ED 131 262

Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.
ED 131 243

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
ED 131 315

Measures of Success: A Survey of Selected Vocational and Technical Education Programs in Florida which Train Students in Occupations Requiring Licenses.
ED 132 260

A Model for the Evaluation of Vocational Teacher Education.
ED 131 263

Policy Alternatives in the Evaluation of Vocational Education.
ED 130 159

Research and Development Project in Career Education. Final Report (South Carolina).
ED 131 302

A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.
ED 130 139

A Study of Structured and Non-Structured Work Experience Programs in Texas. Final Report.
ED 131 320

Vocational Education Program Evaluation Project. Final Report.
ED 131 323

Program Improvement

Curriculum Development in Vocational-Technical Education: The Part I Program.
ED 130 154

A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.
ED 130 158

Program Planning

Community-Based Corrections in Des Moines. An Exemplary Project.
ED 132 262

Guidelines for Health Occupations Education Programs in Secondary Schools.
ED 132 249

Medical Radiologic Technology: A Suggested Two-Year Post High School Curriculum.
ED 131 256

Research Project in Vocational Nurse Education. Final Report.
ED 131 309

Programed Instruction

Apply Pesticides Correctly. A Programmed Instruction Learning Program for Private Applicators.
ED 132 242

Programing

The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.
ED 131 339

Project EDNEED I

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.
ED 131 206

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume III. Project EDNEED Lexicon.
ED 131 205

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.
ED 131 204

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume V. Data Analysis: Procedures and Results. Project EDNEED I.
ED 131 207

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
ED 131 208

Project RACE

Project RACE: Research Activities for Career Education. Final Report.
ED 131 322

Project Reach

Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
ED 132 252

Projects

Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Second Year's Program–Fiscal Year 1976 Funding).
ED 132 284

Public School Teachers

Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202

Public Schools

Safety Handbook.
ED 131 246

Quilting

Patchwork Quilts.
ED 132 270

Radiologic Technologists

Medical Radiologic Technology: A Suggested Two-Year Post High School Curriculum.
ED 131 256

Records (Forms)

A Standard Training Plan for Distributive Education Cooperative Work Programs. (Revised Spring, 1976).
ED 131 288

Recruitment

Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.
ED 132 240//

Rehabilitation Programs

Community-Based Corrections in Des Moines. An Exemplary Project.
ED 132 262

Development of a Systematic Automotive Education Program. Final Report.
ED 131 232

Repair

Bicycle Repair Course of Instruction. Final Report.
ED 131 282

Rescue

Search and Rescue. Auxiliary Operational Specialty Course. Student Text.
ED 131 214

Research

A Reference Unit on Understanding the Role of Research and Education in Agriculture. Agriculture and Natural Resources Series. Publication 1016.
ED 131 199

Research Design

Designing a Demonstration Project to Facilitate the Utilization of Its Results.
ED 131 228

Research Needs

Careers, Counseling, and Control.
ED 130 149

Guidance and Counseling, Vocational Education, Research and Development.
ED 130 161

Helter-Skelter: Vocational Education R & D.
ED 130 155

Human Resource Development and Vocational Education.
ED 130 162

Vocational Education Research and Development for Ethnic Minority Students.

ED 130 160
Vocational Research and Development: Key to Survival in America's Third Century.
ED 130 156

Research Problems
An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.
ED 130 151

Research Projects
Career and Vocational Education: 1975 State Activity. Draft Paper.
ED 131 276
A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.
ED 130 139
SAVE* Your Schools *(Strategies to Achieve Vocational Equality).
ED 131 195

Research Skills
Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.
ED 131 250

Research Utilization
An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts.
ED 130 153
An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.
ED 130 151
An Analysis of Vocational Education R and D Policies from Three Perspectives.
ED 130 150
Designing a Demonstration Project to Facilitate the Utilization of Its Results.
ED 131 228
Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.
ED 130 163

Resource Guides
Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
ED 130 141

Resource Materials
Using the "Dictionary of Occupational Titles" as a Source of Occupational Information.
ED 131 287

Retention
A Study of the Retention of Skills and Knowledge Acquired in Basic Training. Technical Report 75-10.
ED 131 221

Retirement
Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
ED 132 252

Rhode Island
A Resource Guide for Cooperative Work Experience Programs.
ED 131 227

Rural School Systems
Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
ED 131 315

Rural Youth
Third Party Evaluation Report of Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over.
ED 131 260

Safety Education
Safety Handbook.
ED 131 246
Teaching Safety and Health in the Workplace. An Instructor's Guide.
ED 131 216

School Community Cooperation
Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
ED 132 252
School and College Administrators' Seminars: Community Resources. Report and Major Addresses.
ED 130 142
Student Job Placement Service. Final Report.
ED 131 337

School Community Relationship
School and College Administrators' Seminars: Community Resources. Report and Major Addresses.
ED 130 142

School Planning
Managing the Occupational Education Laboratory.
ED 131 296//

School Responsibility
Youth Employment Laws: A Handbook for Supervisors of Young Workers.
ED 131 284

School Safety
Safety Handbook.
ED 131 246

School Shops
Managing the Occupational Education Laboratory.
ED 131 296//

School Surveys
Health Occupations Needs Assessment for the Glendale Union High School District. Final Report.
ED 131 330

School Visitation
Vocational Education Program Evaluation Project. Final Report.
ED 131 323

Self Concept
Dogmatism As a Predictor of Effective Supervisory Skills.
ED 131 198

Self Evaluation
Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202

Seniors
Changing Trends in the Plans of High School Seniors. Comparisons of the Educational, Employment and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975. Manpower Report 76-1.
ED 131 316

Sex Discrimination
SAVE* Your Schools *(Strategies to Achieve Vocational Equality).
ED 131 195

Sex Role
Sex-Role Perceptions of North Dakota Vocational Educators. Final Report. Research Series No. 38.
ED 131 336

Sex Stereotypes
SAVE* Your Schools *(Strategies to Achieve Vocational Equality).
ED 131 195
Sex-Role Perceptions of North Dakota Vocational Educators. Final Report. Research Series No. 38.
ED 131 336

Sheep Production
Sheep Production Occupations. Skills and Competencies.
ED 131 223

Shop Curriculum
Ornamental Horticulture. Course of Study Outlines. 1975 Edition. Volume XXX.
ED 132 251

Simulated Environment
A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.
ED 131 329

Simulation
The American Wholesale Grocery and the Tennessee Supermarket. Integrated Clerical Project.
ED 132 247

Skill Development
A Comparison of Century 21 and Gregg Diamond Jubilee Shorthand Systems.
ED 132 265
Office Methods and Behavior. Student Manual.
ED 131 253
Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.
ED 132 285
Source Units Developed as Part of an Internship Program in Agriculture/Agribusiness.
ED 131 280

Social Environment
Industrial Arts: A Focus on Society's Need.
ED 131 203

Socioeconomic Influences
A History of Vocational Education.
ED 132 283

Special Education Teachers
Competencies and Assessment Behaviors for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report, Section B. April 1974-December 31, 1975.
ED 131 244
Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Idenification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida. Series No. 8.
ED 131 251
Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.

ED 131 231

Special Programs
Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.
ED 132 285
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.
ED 132 280

State Colleges
Less-Than-Baccalaureate Level Technical Education Program in Four-Year Public Colleges and Universities.
ED 131 189

State of the Art Reviews
Dissemination of Research and Development Products and Results in Vocational Education.
ED 130 157
Helter-Skelter: Vocational Education R & D.
ED 130 155
Policy Alternatives in the Evaluation of Vocational Education.
ED 130 159

State Programs
Annual Program Amendment to the Tennessee State Plan for Community Service and Community Education Programs. Fiscal Year 1977.
ED 131 239
California Career Education Research and Development Project.
ED 131 303
Career and Vocational Education: 1975 State Activity. Draft Paper.
ED 131 276
Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Second Year's Program-Fiscal Year 1976 Funding).
ED 132 284
Philosophy, Program Development and Implementation. Proceedings and Evaluation of the Annual National Conference for State Personnel Development Coordinators (5th, Arlington, Texas, January 26-28, 1976). Career and Vocational Education Professional Development Report No. 19.
ED 131 209
Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
ED 131 215

Stenography
A Comparison of Century 21 and Gregg Diamond Jubilee Shorthand Systems.
ED 132 265

Student Attitudes
High School Seniors' Attitudes & Concepts of Nursing As a Profession.
ED 131 217
The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.
ED 130 143

Student Developed Materials
A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.
ED 130 164

Student Employment
Student Job Placement Service. Final Report.
ED 131 337

Student Enrollment
Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.
ED 131 324

Student Evaluation
Developing Career Counseling Instruments. A Guidance Handbook.
ED 130 137
The Development and Field Test of an Objective Career Counseling Instrument. Final Report.
ED 130 166

Student Placement
Developing Career Counseling Instruments. A Guidance Handbook.
ED 130 137
The Development and Field Test of an Objective Career Counseling Instrument. Final Report.
ED 130 166

Student Projects
Leather Work.
ED 132 271
Patchwork Quilts.
ED 132 270
Pottery.
ED 132 269
Weaving.
ED 132 268

Student Records
Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.
ED 131 324

Student Testing
A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.
ED 131 257

Supervisors
Dogmatism As a Predictor of Effective Supervisory Skills.
ED 131 198

Supplementary Educational Centers
The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.
ED 131 267

Systems Development
Bridgeport Area Manpower Information Systems Project.
ED 131 234
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.
ED 131 206
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
ED 131 208

Tables (Data)
Annotated Data Tables. A Supplement to Group Practice Administration: Current and Future Roles.
ED 132 267
Employment by Industry in Ohio Counties, 1940-1970.
ED 130 148

Task Analysis
Competencies Needed by Workers in Horticultural Occupations.
ED 131 327
Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.
ED 131 243
Exemplary Competency-Based Vocational Teacher Education Project: Administration/-Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.
ED 131 249
Exemplary Competency-Based Vocational Teacher Education Project: Career Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Implementing the Career Education Concept in Vocational Education Programs in Florida. Series No. 6.
ED 131 230
Exemplary Competency-Based Vocational Teacher Education Project: Cooperative Vocational Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teacher-Coordinators in Cooperative Vocational Education Programs in Florida. Series No. 1.
ED 131 248
Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Idenification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida. Series No. 8.
ED 131 251
Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.
ED 131 231
Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.
ED 131 250
Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.
ED 131 229
Exemplary Competency-Based Vocational Teacher Education Project: Vocational Business Education Component. Competency Identification Phase: Professional Competencies for Vocational Business Education Teachers in Florida. Series No. 4.
ED 131 272
Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Personnel. Final Report.
ED 131 314
Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.
ED 131 192
A Project to Determine Teaching Content. Final Report.

ED 131 190

Research and Analysis of Competencies Needed by the Bilingual Teacher Aide.
ED 131 310

Sheep Production Occupations. Skills and Competencies.
ED 131 223

Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.
ED 131 212

Task Inventories

Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.
ED 131 192

Task Performance

A Study of Structured and Non-Structured Work Experience Programs in Texas. Final Report.
ED 131 320

Taxes

Taxes in a Labor Supply Model with Joint Wage-Hours Determination.
ED 131 265

Teacher Attitudes

Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Report of a Study.
ED 131 277

Teacher Behavior

Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202

Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.
ED 130 163

Teacher Education

Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.
ED 131 262

Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.
ED 131 229

Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators.
ED 131 200

A Model for the Evaluation of Vocational Teacher Education.
ED 131 263

Philosophy, Program Development and Implementation. Proceedings and Evaluation of the Annual National Conference for State Personnel Development Coordinators (5th, Arlington, Texas, January 26-28, 1976). Career and Vocational Education Professional Development Report No. 19.
ED 131 209

Teacher Education Curriculum

College Curriculum for Correctional Instructional Personnel.
ED 131 306

Teacher Evaluation

The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
ED 131 261

Teacher Participation

The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
ED 131 261

Teaching Guides

Work Ethics for Today's Youth. Teacher's Guide.
ED 130 138

Teaching Methods

A Comparison of Century 21 and Gregg Diamond Jubilee Shorthand Systems.
ED 132 265

Teaching Safety and Health in the Workplace. An Instructor's Guide.
ED 131 216

Teaching Skills

A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.
ED 131 329

A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.
ED 131 304

Teaching Techniques

Supplementary Teaching Materials for Business Courses.
ED 132 248

Technical Education

Human Resource Development: Technical Education's Challenge. Proceedings of the Annual National Clinic on Technical Education (12th, Spokane, Washington, March 26-28, 1975).
ED 131 201

Less-Than-Baccalaureate Level Technical Education Program in Four-Year Public Colleges and Universities.
ED 131 189

Measures of Success: A Survey of Selected Vocational and Technical Education Programs in Florida which Train Students in Occupations Requiring Licenses.
ED 132 260

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 5.
ED 131 342

Television Curriculum

Health Career Education Program. Instructional Television.
ED 131 224//

Temperature

Vocational-Technical Physics Project. Thermometers: I. Temperature and Heat, II. Expansion Thermometers, III. Electrical Thermometers. Field Test Edition.
ED 131 292

Texas

School and College Administrators' Seminars: Community Resources. Report and Major Addresses.
ED 130 142

Thermometers

Vocational-Technical Physics Project. Thermometers: I. Temperature and Heat, II. Expansion Thermometers, III. Electrical Thermometers. Field Test Edition.
ED 131 292

Trade and Industrial Education

A Bibliography of Free Loan Materials for Trade and Industrial Education. Third Edition. Vocational Education Resource Materials.
ED 132 276

Bicycle Repair Course of Instruction. Final Report.
ED 131 282

Trade and Industrial Teachers

Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.
ED 131 229

Trainable Mentally Handicapped

Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.
ED 132 285

Trainers

Manager's Guide to Selecting Training Employees.
ED 131 255

Trend Analysis

A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.
ED 130 158

The Labor Supply for Lower Level Occupations: Final Report. Volume I.
ED 132 259

Unit Plan

Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.
ED 132 241

Ornamental Horticulture. Course of Study Outlines. 1975 Edition. Volume XXX.
ED 132 251

Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.
ED 132 285

Teaching the Meaning and Importance of Agribusiness (A Teaching Plan Designed for Use with "A Reference Unit on the Meaning and Importance of Agribusiness").
ED 132 246

United States

Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.
ED 131 186

Units of Study (Subject Fields)

Career Education: Learning with a Purpose (Elementary 5-6).
ED 131 211

Career Education: Learning with a Purpose. Junior High/Secondary Guide.
ED 131 210

Research and Development Project in Career Education. Curriculum Resource Guide. Volume III–Grades 8-9.
ED 130 136

Universities

Less-Than-Baccalaureate Level Technical Education Program in Four-Year Public Colleges and Universities.
ED 131 189

Unskilled Occupations

The Labor Supply for Lower Level Occupations: Final Report. Volume I.
ED 132 259

Urban Education

Cooperative Education for the American Indian in Dallas County. Mountain View College. Dallas County Community College District.
ED 131 308

Vocational Adjustment

A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report.
ED 131 321

Vocational Agriculture

Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
ED 130 141

Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.
ED 132 241

Forestry. A Curriculum Guide.
ED 131 295

Source Units Developed as Part of an Internship Program in Agriculture/Agribusiness.
ED 131 280

Vocational Counseling

Careers, Counseling, and Control.
ED 130 149

Developing Career Counseling Instruments. A Guidance Handbook.
ED 130 137

The Development and Field Test of an Objective Career Counseling Instrument. Final Report.
ED 130 166

Guidance and Counseling, Vocational Education, Research and Development.
ED 130 161

Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
ED 132 252

Vocational Development

Careers, Counseling, and Control.
ED 130 149

The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.
ED 131 267

REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.
ED 131 273

School and College Administrators' Seminars: Community Resources. Report and Major Addresses.
ED 130 142

Vocational Directors

Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Personnel. Final Report.
ED 131 314

A Project to Determine Teaching Content. Final Report.
ED 131 190

Vocational Education

An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts.
ED 130 153

An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.
ED 130 151

An Analysis of Vocational Education R and D Policies from Three Perspectives.
ED 130 150

A Bibliography of Free Loan Materials for Agriculture Education. Vocational Education Resource Materials.
ED 132 279

A Bibliography of Free Loan Materials for Business Education. Third Edition. Vocational Education Resource Materials.
ED 132 274

A Bibliography of Free Loan Materials for Career Education. Vocational Education Resource Materials.
ED 132 278

A Bibliography of Free Loan Materials for Distributive Education. Third Edition. Vocational Education Resource Materials.
ED 132 277

A Bibliography of Free Loan Materials for Health Occupations Education. Third Edition. Vocational Education Resource Materials.
ED 132 275

A Bibliography of Free Loan Materials for Home Economics Education. Third Edition. Vocational Education Resource Materials.
ED 132 273

A Bibliography of Free Loan Materials for Trade and Industrial Education. Third Edition. Vocational Education Resource Materials.
ED 132 276

Career and Vocational Education: 1975 State Activity. Draft Paper.
ED 131 276

Community Education Work Councils. Occasional Paper No. 17.
ED 131 266

Competencies and Assessment Behaviors for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report, Section B. April 1974-December 31, 1975.
ED 131 244

Cooperative Education for the American Indian in Dallas County. Mountain View College. Dallas County Community College District.
ED 131 308

Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.
ED 131 318

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Three of Five Volumes. Appendix B.
ED 131 299

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Two of Five Volumes. Appendix A.
ED 131 298

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume One of Five Volumes.
ED 131 297

Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Four of Five Volumes. Appendix C.
ED 131 285

Curriculum Development in Vocational-Technical Education: The Part I Program.
ED 130 154

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume III. Project EDNEED Lexicon.
ED 131 205

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.
ED 131 204

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume V. Data Analysis: Procedures and Results. Project EDNEED I.
ED 131 207

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.
ED 131 206

Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
ED 131 208

Developing Career Counseling Instruments. A Guidance Handbook.
ED 130 137

The Development and Field Test of an Objective Career Counseling Instrument. Final Report.
ED 130 166

Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.
ED 131 262

The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.
ED 131 313

Dissemination of Research and Development Products and Results in Vocational Education.
ED 130 157

Evaluation of Vocational Technical Education. Phase I. A Review of the Literature.
ED 131 333

Evaluation of Vocational Technical Education. Phase II. A Skeletal Model with Suggested Research and Development Activities.
ED 131 334

Exemplary Competency-Based Vocational Teacher Education Project: Administration/-Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.
ED 131 249

Exemplary Competency-Based Vocational Teacher Education Project: Cooperative Vocational Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teacher-Coordinators in Cooperative Vocational Education Programs in Florida. Series No. 1.
ED 131 248

Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Idenification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida. Series No. 8.
ED 131 251

Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.
ED 131 231

Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.
ED 131 250

A Framework for Developing Alternative Scenarios for Vocational Education Research and

Development.
ED 130 158
Guidance and Counseling, Vocational Education, Research and Development.
ED 130 161
Helter-Skelter: Vocational Education R & D.
ED 130 155
A History of Vocational Education.
ED 132 283
Human Resource Development and Vocational Education.
ED 130 162
Implementation of the Occupational Cluster Concept–A Curriculum Tool for Improving Career Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.
ED 131 328
Managing the Occupational Education Laboratory.
ED 131 296//
Measures of Success: A Survey of Selected Vocational and Technical Education Programs in Florida which Train Students in Occupations Requiring Licenses.
ED 132 260
Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 5.
ED 131 342
A Model for the Evaluation of Vocational Teacher Education.
ED 131 263
Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.
ED 132 261
Philosophy, Program Development and Implementation. Proceedings and Evaluation of the Annual National Conference for State Personnel Development Coordinators (5th, Arlington, Texas, January 26-28, 1976). Career and Vocational Education Professional Development Report No. 19.
ED 131 209
Policy Alternatives in the Evaluation of Vocational Education.
ED 130 159
Promising Practices in Oregon: Career and Vocational Education. Created in Oregon under the Auspices of Parts C and D of P. L. 90-576.
ED 130 140
Promoting Educator Contributions to Colorado's Vocational Education Curriculum Materials Development Efforts: Selected Papers and Synopses of Remarks Presented at the Curriculum Materials Development Workshop. Interim Report.
ED 131 326
A Resource Guide for Cooperative Work Experience Programs.
ED 131 227
A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.
ED 130 139
SAVE* Your Schools *(Strategies to Achieve Vocational Equality).
ED 131 195
School and College Administrators' Seminars: Community Resources. Report and Major Addresses.
ED 130 142
Sex-Role Perceptions of North Dakota Vocational Educators. Final Report. Research Series No. 38.
ED 131 336
Sources of Information–Vocational Programs for the Handicapped.
ED 131 194
The Status of Research Capability in Vocational Education Research and Development.
ED 130 152
Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First and Second Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 3.
ED 131 245
Vocational Education Program Evaluation Project. Final Report.
ED 131 323
Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.
ED 130 163
Vocational Education Research and Development for Ethnic Minority Students.
ED 130 160
Vocational Research and Development: Key to Survival in America's Third Century.
ED 130 156
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.
ED 132 280
Work Ethics for Today's Youth. Teacher's Guide.
ED 130 138

Vocational Education Amendments 1968
Curriculum Development in Vocational-Technical Education: The Part I Program.
ED 130 154

Vocational Education Teachers
Competencies and Assessment Behaviors for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report, Section B. April 1974-December 31, 1975.
ED 131 244
Exemplary Competency-Based Vocational Teacher Education Project: Career Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Implementing the Career Education Concept in Vocational Education Programs in Florida. Series No. 6.
ED 131 230
Exemplary Competency-Based Vocational Teacher Education Project: Vocational Business Education Component. Competency Identification Phase: Professional Competencies for Vocational Business Education Teachers in Florida. Series No. 4.
ED 131 272
Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Personnel. Final Report.
ED 131 314
Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators.
ED 131 200

Vocational Followup
Community College and Local Rural Secondary Schools Cooperative Career Assessment and Exploration Program. Final Project Report.
ED 131 319
Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.
ED 131 318
Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.
ED 131 324

Volunteer Training
Fire Education and Training–FEAT. Final Report.
ED 131 335

Wages
Taxes in a Labor Supply Model with Joint Wage-Hours Determination.
ED 131 265

Water Resources
Techniques of Water-Resources Investigations of the United States Geological Survey. Book 3, Applications of Hydraulics. Chapter B2, Introduction to Ground-Water Hydraulics: Programed Text for Self-Instruction.
ED 131 218

Weaving
Weaving.
ED 132 268

Wisconsin
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.
ED 132 280

Woodworking
Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.
ED 132 241

Work Attitudes
Dogmatism As a Predictor of Effective Supervisory Skills.
ED 131 198
The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.
ED 130 143
Work Ethics for Today's Youth. Teacher's Guide.
ED 130 138

Work Experience Programs
A Resource Guide for Cooperative Work Experience Programs.
ED 131 227
A Study of Structured and Non-Structured Work Experience Programs in Texas. Final Report.
ED 131 320

Work Study Programs
A Resource Guide for Cooperative Work Experience Programs.
ED 131 227

Workbooks
What's It All About, Artie? Exploratory Workbook for the Commercial Art Student.
ED 131 226

Working Women
Families and the Rise of Working Wives–an Overview. Special Labor Force Report 189.
ED 131 235
Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.
ED 132 240//
Taxes in a Labor Supply Model with Joint Wage-Hours Determination.
ED 131 265

Youth Employment
The Young Worker and the Law: A Guide for 14-18 Year Olds.
ED 131 283
Youth Employment Laws: A Handbook for Supervisors of Young Workers.
ED 131 284

AUTHOR INDEX

This Index lists documents under the name(s) of their author(s). The Index is arranged in alphabetical order by the author's last name.

As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Personal Author — **Schroeder, Paul E., Ed.**
Document Title — Proceedings of a Symposium on Task Analyses/Task Inventories.
ED 126 314 — Accession Number

Abernathy, Lewis M.
The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.
ED 130 143

Ahrnsbrak, Henry C.
Third Party Evaluation Report of Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over.
ED 131 260

Bauch, Klaus Dieter
The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.
ED 131 339

Bennett, Gordon D.
Techniques of Water-Resources Investigations of the United States Geological Survey. Book 3, Applications of Hydraulics. Chapter B2, Introduction to Ground-Water Hydraulics: Programed Text for Self-Instruction.
ED 131 218

Bice, Garry R.
An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts.
ED 130 153

Blake, Joseph F.
Dissemination of Research and Development Products and Results in Vocational Education.
ED 130 157

Boorkman, David
Community-Based Corrections in Des Moines. An Exemplary Project.
ED 132 262

Borhani, Rahim
A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.
ED 131 257

Boulden, Alfred W., Ed.
Supplementary Teaching Materials for Business Courses.
ED 132 248

Bowers, Ellen
Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.
ED 132 261

Brantley, Michael B.
Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.
ED 132 285

Bray, Larry
CAP: Career Assessment Program (To Be Used to Identify the Status of the Students' Post High School Career Plans; and to Provide Them with Counseling and Information Needed to Pursue Their Career Goals).
ED 131 290

Brickell, Henry M.
A Framework for Developing Alternative Scenarios for Vocational Education Research and Development.
ED 130 158

Brorson, Bruce
A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.
ED 131 329

Browning, Harley L.
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193

Buckner, Donald R.
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252

Bushnell, David S.
Policy Alternatives in the Evaluation of Vocational Education.
ED 130 159

Carpenter, Bruce
Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.
ED 132 241

Carson, James E.
A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.
ED 131 259

Counts, Rubynelle
Pottery.
ED 132 269

Weaving.
ED 132 268

Crosen, Roger
Work Ethics for Today's Youth. Teacher's Guide.
ED 130 138

Curry, Charles
Work Ethics for Today's Youth. Teacher's Guide.
ED 130 138

Curtis, Ed
Forestry. A Curriculum Guide.
ED 131 295

Davidson, Sandra
The Young Worker and the Law: A Guide for 14-18 Year Olds.
ED 131 283

Dille, Jeane L.
A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-1975 under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576). A Technical Report.
ED 130 139

Dittman, Jennette K.
Sex-Role Perceptions of North Dakota Vocational Educators. Final Report. Research Series No. 38.
ED 131 336

Drewes, D. W.
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.
ED 131 204
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume V. Data Analysis: Procedures and Results. Project EDNEED I.
ED 131 207

Edgecomb, Philip L.
Introduction to Metrics.
ED 131 225

Elson, Donald E.
Vocational Education Program Evaluation Project. Final Report.
ED 131 323

Ewart, Craig K.
Careers, Counseling, and Control.
ED 130 149

Finch, Curtis
Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators.
ED 131 200

Fisher, Allan H., Jr.
Enlistment Motivation and the Disposition of Army Applicants. Technical Report 74-5.
ED 131 238

Foxley, Cecelia H.
Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.
ED 132 240//

Frichtel, Joseph F.
Student Job Placement Service. Final Report.
ED 131 337

Fricks, Richard
Patchwork Quilts.
ED 132 270

Fringuello, Judith
What's It All About, Artie? Exploratory Workbook for the Commercial Art Student.
ED 131 226

Goodwin, Margarette Y., Comp.
Promoting Educator Contributions to Colorado's Vocational Education Curriculum Materials Development Efforts: Selected Papers and Synopses of Remarks Presented at the Curriculum Materials Development Workshop. Interim Report.
ED 131 326

Greenup, Shirley
Leather Work.
ED 132 271

Guerber, Gaer C.
Youth Employment Laws: A Handbook for Supervisors of Young Workers.
ED 131 284

Gutcher, G. Dale
A Study of Structured and Non-Structured Work Experience Programs in Texas. Final Report.
ED 131 320

Hamilton, Phyllis D.
Vocational Education Research and Development for Ethnic Minority Students.
ED 130 160

Hampson, Michael N.
Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.
ED 131 212

Hanjis, Anthony J.
A Standard Training Plan for Distributive Education Cooperative Work Programs. (Revised Spring, 1976).
ED 131 288

Hardebeck, Richard J.
Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202

Harford, Margi R.
Enlistment Motivation and the Disposition of Army Applicants. Technical Report 74-5.
ED 131 238

Hayghe, Howard
Families and the Rise of Working Wives–an Overview. Special Labor Force Report 189.
ED 131 235

Healer, Cheryl V.
Burn Injuries: Causes, Consequences, Knowledge, Behaviors.
ED 131 247

Herr, Edwin L.
Guidance and Counseling, Vocational Education, Research and Development.
ED 130 161

Hilgendorf, Allen
A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.
ED 131 305

Hinrichs, Roy S., Comp.
Sources of Information–Vocational Programs for the Handicapped.
ED 131 194

Hoffman, Allan M.
A History of Vocational Education.
ED 132 283

Hoffman, Diane B.
A History of Vocational Education.
ED 132 283

Holcomb, John W.
Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
ED 131 312
Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States.
ED 131 311

Hu, Teh-Wei
An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.
ED 130 151

Humphreys, Harvey
Bicycle Repair Course of Instruction. Final Report.
ED 131 282

Jarosik, Daniel
The Status of Research Capability in Vocational Education Research and Development.
ED 130 152

Jaskowiak, Philip A.
Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed. Act 1968.
ED 130 165

Joure, Sylvia A.
Dogmatism As a Predictor of Effective Supervisory Skills.
ED 131 198

Junge, Catherine
Development of Instructional Module Orientation to the Health Care Delivery System. Final Report.
ED 131 332

Kaas, Duane
Competencies Needed by Workers in Horticultural Occupations.
ED 131 327

Kahler, Alan A.
Competencies Needed by Workers in Horticultural Occupations.
ED 131 327

Kaufman, Jacob J.
Human Resource Development and Vocational Education.
ED 130 162

Kievit, Mary Bach
Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices.
ED 130 163

Lambert, Roger H.
A Bibliography of Free Loan Materials for Agriculture Education. Vocational Education Resource Materials.
ED 132 279
A Bibliography of Free Loan Materials for Business Education. Third Edition. Vocational Education Resource Materials.
ED 132 274
A Bibliography of Free Loan Materials for Career Education. Vocational Education Resource Materials.
ED 132 278
A Bibliography of Free Loan Materials for Distributive Education. Third Edition. Vocational Education Resource Materials.
ED 132 277
A Bibliography of Free Loan Materials for Health Occupations Education. Third Edition. Vocational Education Resource Materials.
ED 132 275
A Bibliography of Free Loan Materials for Home Economics Education. Third Edition. Vocational Education Resource Materials.
ED 132 273
A Bibliography of Free Loan Materials for Trade and Industrial Education. Third Edition. Vocational Education Resource Materials.
ED 132 276

Lee, Jasper S., Comp.
A Reference Unit on Understanding the Role of Research and Education in Agriculture. Agriculture and Natural Resources Series. Publication 1016.

ED 131 199
Teaching the Meaning and Importance of Agribusiness (A Teaching Plan Designed for Use with "A Reference Unit on the Meaning and Importance of Agribusiness").
ED 132 246

Laker, William A.
The Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitudes. Final Report.
ED 130 143

Lutz, Juanita
Guidelines for Health Occupations Education Programs in Secondary Schools.
ED 132 249

Maher, Sheila M.
SAVE* Your Schools *(Strategies to Achieve Vocational Equality).
ED 131 195

Mannebach, Alfred J., Ed.
Source Units Developed as Part of an Internship Program in Agriculture/Agribusiness.
ED 131 280

McClellan, Virginia B.
A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.
ED 131 304

McCracken, J. David
Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.
ED 131 212

Miller, Harry
Implementation of the Occupational Cluster Concept–A Curriculum Tool for Improving Career Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.
ED 131 328

Moore, Brian E.
Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.
ED 131 192

Morita, Edward K.
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266

Najarian, Michael
Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).
ED 132 252

Nerden, J. T.
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume III. Project EDNEED Lexicon.
ED 131 205

Nixon, William J., Jr.
A Resource Guide for Cooperative Work Experience Programs.
ED 131 227

Ownby, Arnola C.
A Comparison of Century 21 and Gregg Diamond Jubilee Shorthand Systems.
ED 132 265

Parsons, Ralph
The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.
ED 131 313
Jacks–A Study of Simple Machines.
ED 131 291

Pestle, Ruth
A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report.
ED 131 321

Phillips, Bruce D.
The Labor Supply for Lower Level Occupations: Final Report. Volume I.
ED 132 259

Porter, G. William
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.
ED 131 206
Data Needs in Vocational Education. "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups". Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.
ED 131 208

Porter, G. William, Ed.
Philosophy, Program Development and Implementation. Proceedings and Evaluation of the Annual National Conference for State Personnel Development Coordinators (5th, Arlington, Texas, January 26-28, 1976). Career and Vocational Education Professional Development Report No. 19.
ED 131 209

Pucinski, Roman
Vocational Research and Development: Key to Survival in America's Third Century.
ED 130 156

Reap, Margaret Casey
Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.
ED 132 282

Robinson, James B.
A Standard Training Plan for Distributive Education Cooperative Work Programs. (Revised Spring, 1976).
ED 131 288

Rogers, Richard A.
Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
ED 131 315

Rosen, Harvey S.
Taxes in a Labor Supply Model with Joint Wage-Hours Determination.
ED 131 265

Ross, Harvey L.
Designing a Demonstration Project to Facilitate the Utilization of Its Results.
ED 131 228

Rudov, Melvin H.
High School Seniors' Attitudes & Concepts of Nursing As a Profession.
ED 131 217

Sabol, Joe
Sheep Production Occupations. Skills and Competencies.
ED 131 223

Samuels, William M.
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252

Schaefer, Carl J.
Helter-Skelter: Vocational Education R & D.
ED 130 155

Sedich, Jerry Y.
Bridgeport Area Manpower Information Systems Project.
ED 131 234

Shapiro, Marion
Introduction to Metrics.
ED 131 225

Shimberg, Benjamin
Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.
ED 131 213

Shoemaker, James E., Comp.
Annotated Data Tables. A Supplement to Group Practice Administration: Current and Future Roles.
ED 132 267

Simpson, Elizabeth J.
The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.
ED 131 267

Simpson, Elizabeth Jane
Curriculum Development in Vocational-Technical Education: The Part I Program.
ED 130 154

Singelmann, Joachim
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193

Sparks, Peggy F.
A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.
ED 131 259

Stewart, Ida Santos
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331

Stone, C. Harold
Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.
ED 131 243

Stone, Gary A., Comp.
Sources of Information–Vocational Programs for the Handicapped.
ED 131 194

Stone, Norma K.
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331

Storm, George
Managing the Occupational Education Laboratory.
ED 131 296//

Strate, James W.
A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.
ED 131 329

Stromsdorfer, Ernst W.
An Analysis of the Impact of Applied Research and Demonstration Projects in Vocational Education.
ED 130 151

Strong, Merle E.
The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
ED 131 261
The Status of Research Capability in Vocational Education Research and Development.
ED 130 152

Swanson, Robert S.
Industrial Arts: A Focus on Society's Need.
ED 131 203

Thomas, Willie H., Comp.
Agricultural Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
ED 130 141

Thoresen, Carl E.
Careers, Counseling, and Control.
ED 130 149

Tindall, Lloyd W., Comp.
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.
ED 132 280

Valakas, John N.
Bridgeport Area Manpower Information Systems Project.
ED 131 234

Venn, Grant
An Analysis of Vocational Education R and D Policies from Three Perspectives.
ED 130 150

Vineberg, Robert
A Study of the Retention of Skills and Knowledge Acquired in Basic Training. Technical Report 75-10.
ED 131 221

White, Thomas R.
Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.
ED 131 262

Whiteford, Emma B.
Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Report of a Study.
ED 131 277

Williams, Paul
Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.
ED 132 241

Wilson, Aubry
Ornamental Horticulture. Course of Study Outlines. 1975 Edition. Volume XXX.
ED 132 251

Wircenski, J. L.
Developing Career Counseling Instruments. A Guidance Handbook.
ED 130 137
The Development and Field Test of an Objective Career Counseling Instrument. Final Report.
ED 130 166

Wirtz, Willard
Community Education Work Councils. Occasional Paper No. 17.
ED 131 266

Wool, Harold
The Labor Supply for Lower Level Occupations: Final Report. Volume I.
ED 132 259

Wylie, Peter B.
Development of a Systematic Automotive Education Program. Final Report.
ED 131 232

INSTITUTION INDEX

This Index lists the titles of documents under the institution responsible for them. The Index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Institution

Ohio State Univ., Columbus. Center for Vocational Education.

Accession Number

Document Title

Proceedings of a Symposium on Task Analyses/Task Inventories.
ED 126 314

A. K. Smith Area Career Center, Michigan City, Ind.
Fire Education and Training–FEAT. Final Report.
ED 131 335

Alpine School District, American Fork, Utah.
"Career Education" Junior High School Style. Final Report.
ED 131 300

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa. Center for Health Sciences Studies.
High School Seniors' Attitudes & Concepts of Nursing As a Profession.
ED 131 217

American Society of Allied Health Professionals, Washington, D.C.
Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.
ED 131 252

Bridgeport, Conn.
Bridgeport Area Manpower Information Systems Project.
ED 131 234

Bureau of Labor Statistics (DOL), Washington, D.C.
Families and the Rise of Working Wives–an Overview. Special Labor Force Report 189.
ED 131 235

Calhoun Area Vocational Center, Battle Creek, Mich.
Implementation of the Occupational Cluster Concept–A Curriculum Tool for Improving Career Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.
ED 131 328

California State Dept. of Education, Sacramento. Career Education Task Force.
California Career Education Research and Development Project.
ED 131 303

California State Univ., Los Angeles.
Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.
ED 131 243

Camil Associates, Inc., Philadelphia, Pa.
Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.
ED 131 186

Center for Research in Ambulatory Health Care Administration, Denver, Colo.
Annotated Data Tables. A Supplement to Group Practice Administration: Current and Future Roles.
ED 132 267
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266

Central Connecticut State Coll., New Britain.
Supplementary Teaching Materials for Business Courses.
ED 132 248

Civil Service Commission, Washington, D.C. Communications and Office Skills Training Center.
Office Methods and Behavior. Student Manual.
ED 131 253

Clark County School District, Las Vegas, Nev.
CAP: Career Assessment Program (To Be Used to Identify the Status of the Students' Post High School Career Plans; and to Provide Them with Counseling and Information Needed to Pursue Their Career Goals).
ED 131 290

Coast Guard, Washington, D.C.
Search and Rescue. Auxiliary Operational Specialty Course. Student Text.
ED 131 214

Colorado State Board for Community Colleges and Occupational Education, Denver.
Sheep Production Occupations. Skills and Competencies.
ED 131 223

Colorado State Univ., Ft. Collins. Curriculum Materials Service.
Using the "Dictionary of Occupational Titles" as a Source of Occupational Information.
ED 131 287

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Promoting Educator Contributions to Colorado's Vocational Education Curriculum Materials Development Efforts: Selected Papers and Synopses of Remarks Presented at the Curriculum Materials Development Workshop. Interim Re-

port.
ED 131 326

Sheep Production Occupations. Skills and Competencies.
ED 131 223

Colorado Univ., Denver. Medical Center.
Annotated Data Tables. A Supplement to Group Practice Administration: Current and Future Roles.
ED 132 267

Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
Source Units Developed as Part of an Internship Program in Agriculture/Agribusiness.
ED 131 280

Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.
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ED 131 280

Dallas County Community Coll. District, Tex.
Cooperative Education for the American Indian in Dallas County. Mountain View College. Dallas County Community College District.
ED 131 308

Des Moines Area Community Coll., Ankeny, Iowa.
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ED 131 319

Eastern Kentucky Univ., Richmond.
Less-Than-Baccalaureate Level Technical Education Program in Four-Year Public Colleges and Universities.
ED 131 189

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ED 131 276

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ED 130 166

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ED 131 213

Environmental Protection Agency, Washington, D. C.
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ED 132 242

EPD Consortium C, Houston, Tex.
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ED 131 306

EPD Consortium D, Richardson, Tex.
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ED 131 314

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ED 132 260

Florida State Univ., Tallahassee. Program of Vocational Education.
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ED 131 249

Exemplary Competency-Based Vocational Teacher Education Project: Career Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Implementing the Career Education Concept in Vocational Education Programs in Florida. Series No. 6.
ED 131 230

Exemplary Competency-Based Vocational Teacher Education Project: Cooperative Vocational Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teacher-Coordinators in Cooperative Vocational Education Programs in Florida. Series No. 1.
ED 131 248

Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida. Series No. 8.
ED 131 251

Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.
ED 131 231

Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.
ED 131 250

Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.
ED 131 229

Exemplary Competency-Based Vocational Teacher Education Project: Vocational Business Education Component. Competency Identification Phase: Professional Competencies for Vocational Business Education Teachers in Florida. Series No. 4.
ED 131 272

Forsyth Technical Inst., Winston-Salem, N.C.
The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.
ED 131 313

Jacks–A Study of Simple Machines.
ED 131 291

Vocational-Technical Physics Project. Instructor's Manual. Field Test Edition.
ED 131 294

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ED 131 293

Vocational-Technical Physics Project. Thermometers: I. Temperature and Heat, II. Expansion Thermometers, III. Electrical Thermometers. Field Test Edition.
ED 131 292

Geological Survey (Dept. of Interior), Reston, Va.
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ED 131 218

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ED 131 244

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ED 131 330

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ED 131 325

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ED 131 331

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SAVE* Your Schools *(Strategies to Achieve Vocational Equality).
ED 131 195

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ED 131 238

A Study of the Retention of Skills and Knowledge Acquired in Basic Training. Technical Report 75-10.
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ED 131 232

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Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.
ED 131 262
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ED 131 263

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ED 131 255

International Union of Operating Engineers, Washington, D.C.
Dual Enrollment as an Operating Engineer Apprentice and an Associate Degree Candidate. Final Report.
ED 131 233

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ED 131 327

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Competencies Needed by Workers in Horticultural Occupations.
ED 131 327

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A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.
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Kansas State Univ., Manhattan.
A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.
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ED 132 241

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Manpower Science Services, Inc., Ann Arbor, Mich.
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ED 131 220

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Burn Injuries: Causes, Consequences, Knowledge, Behaviors.
ED 131 247

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ED 132 246

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ED 130 149
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ED 130 157
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ED 130 158
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ED 130 161
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ED 130 162
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ED 130 159
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ED 132 243
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ED 130 165

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ED 131 336

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ED 131 329

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ED 130 145
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ED 131 342

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ED 131 285

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Forestry. A Curriculum Guide.
ED 131 295

Oklahoma State Univ., Stillwater. Div. of Home Economics.
A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report.
ED 131 321

Oregon State Univ., Corvallis. Inst. for Manpower Studies.
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Promising Practices in Oregon: Career and Vocational Education. Created in Oregon under the Auspices of Parts C and D of P. L. 90-576.
ED 130 140
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Bicycle Repair Course of Instruction. Final Report.
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Pontiac City School District, Mich. Dept. of Research and Evaluation.
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Youth Employment Laws: A Handbook for Supervisors of Young Workers.
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A Model for the Evaluation of Vocational Teacher Education.
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Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.
A Resource Guide for Cooperative Work Experience Programs.
ED 131 227

Rhode Island State Dept. of Education, Providence. Div. of Development and Operations.
A Resource Guide for Cooperative Work Experience Programs.
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The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
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Introduction to Metrics.
ED 131 225
What's It All About, Artie? Exploratory Workbook for the Commercial Art Student.
ED 131 226

Saint Louis Community Coll. at Forest Park, Mo.
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ED 131 256

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Burn Injuries: Causes, Consequences, Knowledge, Behaviors.
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South Carolina State Dept. of Education, Columbia.
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ED 132 249

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ED 132 250

Tennessee Univ., Knoxville. State Agency for Title I.
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ED 131 239

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ED 131 320

Texas A and M Univ., College Station. Dept. of Agricultural Education.
Employment Opportunities and Training Needs in Agribusiness. Competencies for Cotton Production in the United States.
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ED 131 311

Texas A and M Univ., College Station. Dept. of Industrial Education.
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ED 131 339

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ED 130 142

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ED 131 308
The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
ED 131 331
Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202
School and College Administrators' Seminars: Community Resources. Report and Major Addresses.
ED 130 142
Statewide Survey of Current and Future Employment Levels of Licensed Dental Hygienists.
ED 131 307

Texas School for the Deaf, Austin.
Development of a Career Education Curriculum for Deaf Students at the Texas School for the Deaf. Final Report.
ED 130 144

Texas State Dept. of Corrections, Huntsville. Windham School District.
Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.
ED 131 318

Texas Univ., Austin.
Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory. Research Report No. 25.
ED 131 192

Texas Univ., Austin. Dept. of Educational Administration.
Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.
ED 131 202

Texas Univ., Austin. Population Research Center.
The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.
ED 131 193

Texas Univ., San Antonio.
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ED 131 317

Texas Woman's Univ., Denton.
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ED 131 332

Tuskegee Inst., Ala. Human Resources Development Center.
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ED 131 259

Urban and Rural Systems Associates, San Francisco, Calif.
Community-Based Corrections in Des Moines. An Exemplary Project.
ED 132 262

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators.
ED 131 200
Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.
ED 131 324
Vocational Education Program Evaluation Project. Final Report.
ED 131 323
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ED 130 138

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Work Ethics for Today's Youth. Teacher's Guide.
ED 130 138

Walker County Board of Education, Ga.
Leather Work.
ED 132 271
Patchwork Quilts.
ED 132 270
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ED 132 269
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ED 132 268

Washington State Community Coll. District 17, Spokane.
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Weatherford Independent School District, Tex.
Project RACE: Research Activities for Career Education. Final Report.
ED 131 322

Western Wisconsin Technical Inst., La Crosse.
Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
ED 131 315

Westside Area Career/Occupation Project, Glendale, Ariz.
Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.
ED 132 285

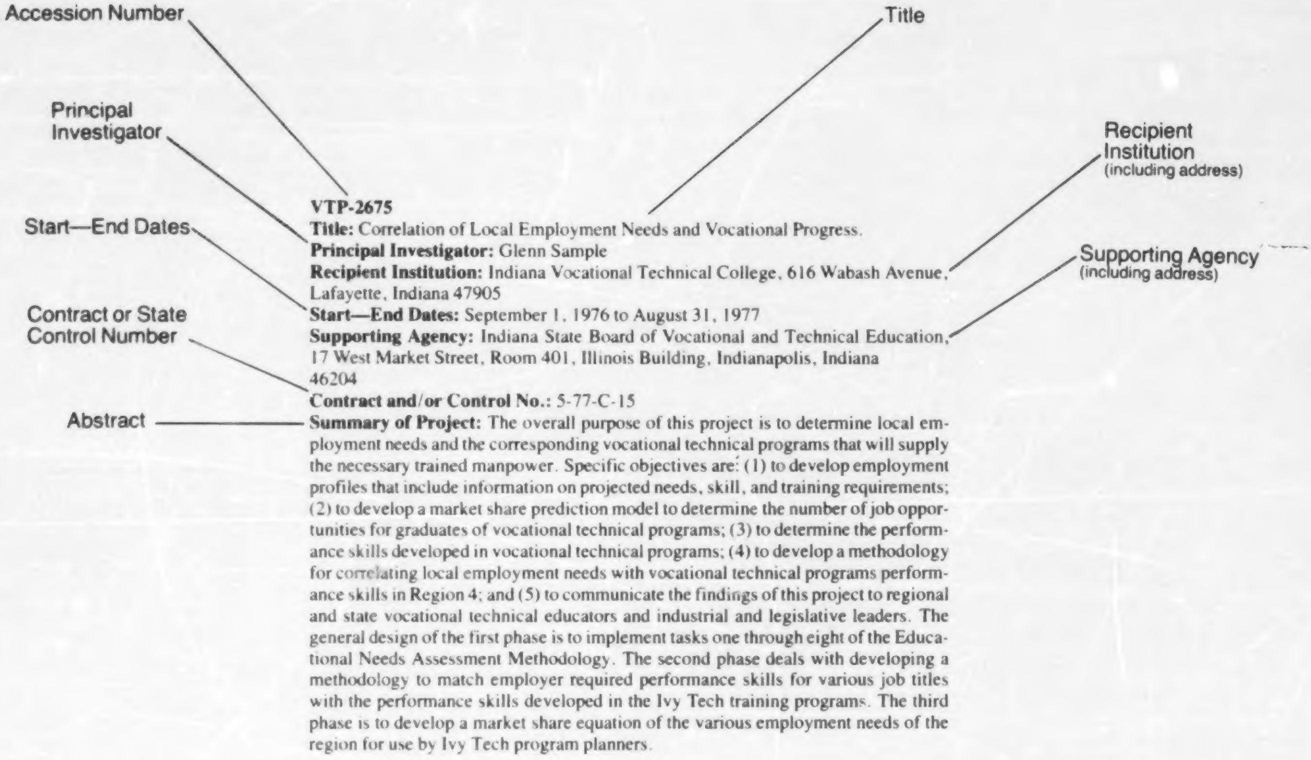
Wisconsin State Dept. of Public Instruction, Madison.
Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.
ED 131 215

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.
ED 131 304
A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.
ED 131 305

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.
ED 131 261
Third Party Evaluation Report of Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over.
ED 131 260
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.
ED 132 280

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
A Bibliography of Free Loan Materials for Agriculture Education. Vocational Education Resource Materials.
ED 132 279
A Bibliography of Free Loan Materials for Business Education. Third Edition. Vocational Education Resource Materials.
ED 132 274
A Bibliography of Free Loan Materials for Career Education. Vocational Education Resource Materials.
ED 132 278
A Bibliography of Free Loan Materials for Distributive Education. Third Edition. Vocational Education Resource Materials.
ED 132 277
A Bibliography of Free Loan Materials for Health Occupations Education. Third Edition. Vocational Education Resource Materials.
ED 132 275
A Bibliography of Free Loan Materials for Home Economics Education. Third Edition. Vocational Education Resource Materials.
ED 132 273
A Bibliography of Free Loan Materials for Trade and Industrial Education. Third Edition. Vocational Education Resource Materials.
ED 132 276

Sample Project Resume


Accession Number
Title
Principal Investigator
Recipient Institution (including address)
Start—End Dates
Supporting Agency (including address)
Contract or State Control Number
Abstract

VTP-2675
Title: Correlation of Local Employment Needs and Vocational Progress.
Principal Investigator: Glenn Sample
Recipient Institution: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905
Start—End Dates: September 1, 1976 to August 31, 1977
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-15
Summary of Project: The overall purpose of this project is to determine local employment needs and the corresponding vocational technical programs that will supply the necessary trained manpower. Specific objectives are: (1) to develop employment profiles that include information on projected needs, skill, and training requirements; (2) to develop a market share prediction model to determine the number of job opportunities for graduates of vocational technical programs; (3) to determine the performance skills developed in vocational technical programs; (4) to develop a methodology for correlating local employment needs with vocational technical programs performance skills in Region 4; and (5) to communicate the findings of this project to regional and state vocational technical educators and industrial and legislative leaders. The general design of the first phase is to implement tasks one through eight of the Educational Needs Assessment Methodology. The second phase deals with developing a methodology to match employer required performance skills for various job titles with the performance skills developed in the Ivy Tech training programs. The third phase is to develop a market share equation of the various employment needs of the region for use by Ivy Tech program planners.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968 (P.L. 90-576), Parts C, D, I, and J.

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2821

Campus-Wide Metric Laboratory.

Principal Investigator: Durham, James A.

Recipient Institution: Okaloosa-Walton Junior College, Niceville, Florida 32578

Start—End Dates: Start Date 10 Feb 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Contract and/or Control No.: D7-007

Summary of Project: The purpose of the project is to develop a self-paced metrics laboratory for the use of vocational-technical students, staff, and faculty. Procedures will include: (1) providing students with orientation theory and supportive metric activities in the metric laboratory; (2) conducting a workshop on campus for area vocational insturctors; (3) using group discussion and filmstrip/cassettes to cover the content of six units; and (4) disseminating metrics data to instructors in the local district.

VTP-2822

Community Outreach.

Principal Investigator: Anderson, Robert C.

Recipient Institution: Pinellas County School District, 1960 East Druid Road, Clearwater, Florida 33516

Start—End Dates: Start Date 1 Mar 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Contract and/or Control No.: D7-011

Summary of Project: The purpose of the project is to initiate a program in which students will create displays, advertisements, window signs, and other promotional activities for the local business community. Specific objectives are to (1) make small businessmen aware of the capabilities of students; (2) make small businessmen more competitive in the marketplace; and (3) give an opportunity for employment and a chance to develop skills and confidence to students who have never been gainfully employed. Procedures will include: (1) student preparation of a brochure to inform the business community of the program; (2) each student contacting a minimum of three retailers to inform them of the program; (3) students submitting a proposal of services which can be performed for specific retailers; (4) performing the services so described; and (5) evaluation of the student work by the retailer and the teacher. During the program, students will arrange for publicity releases and a slide series will be made to use as a student recruitment tool and a public relations device.

VTP-2823

A Demonstration of Inter-Institutional Collaboration for the Design of a Competency-Based Cooperation Program for Teacher Certification.

Principal Investigator: Rehwinkel, Carl H.

Recipient Institution: Leon County School District (Lively Vocational Technical School), 500 North Appleyard Drive, Tallahassee, Florida 32304

Start—End Dates: Start Date 1 Jan 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Contract and/or Control No.: D7-010

Summary of Project: The purpose of the project is to attain collaboration between Leon County and surrounding school districts, the Leon County Teacher Education Center, Florida A & M University, Florida State University, and Tallahassee Community College to develop a cooperative, field-based program of entering teacher preparation and inservice, allowing for possible transfer toward degree credit. Procedures will include: (1) analyzing the existing model processes; (2) describing an optimum program and working relationship; (3) identifying specific needs; (4) analyzing programs and competency-based research projects; (5) detailing a program addressed to all identified needs; and (6) developing a plan and procedures for implementing the program via a written agreement.

VTP-2824

Develop and Test a Plan for Validating Catalogs of Competency in Industrial Arts.

Principal Investigator: Hinley, W. Hugh

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 24 Mar 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Contract and/or Control No.: D7-014

Summary of Project: The purpose of the project is to develop a plan to validate the objectives for competency-based instruction in seven technically oriented courses offered at the secondary level. Procedures will include: (1) surveying by phone and letter vocational education directors and industrial arts supervisors in ten selected counties to secure nominations of teachers to be involved in the study; (2) instructing selected teachers about the project and obtaining their ratings on objectives; (3) analyzing the ratings by computer and determining the relative importance of each objective; (4) conducting a workshop to provide feedback on the objectives' evaluation and to help the director revise the validation plan; and (5) submitting study results to the Division of Vocational Education.

VTP-2825

Establishing and Operating an Advisory Council and Progarm Service Area Committees for Vocational Teacher Education FIU.

Principal Investigator: Mohamed, Dominic A.

Recipient Institution: Florida International University, Miami, Florida 33199

Start—End Dates: Start Date 6 Apr 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Contract and/or Control No.: D7-017

Summary of Project: The purpose of the project is to establish and operate an advisory council and program service area committees for vocational teacher education at FIU. The procedures will include: (1) selecting general advisory council members; (2) giving council members a detailed explanation of their responsibilities and duties and a general statement of council goals and objectives; (3) reviewing the state's role and scope of FIU's total service program; (4) determining the university's capabilities; (5) seeking the council's advice as to what activities should be reviewed and/or conducted for the 1977-78 academic year; and (6) identifying areas of responsibility for outreach activities conducted by vocational and adult education personnel.

VTP-2826

The Evaluation of a Vocational Education Program by Potential Major Employers in the Community College.

Principal Investigator: Wheeler, Richard

Recipient Institution: Gulf Coast Community College, 5230 West Highway 98, Panama City, Florida 32401

Start—End Dates: Start Date 1 Mar 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahasee, Florida 32304

Contract and/or Control No.: D7-012

Summary of Project: The purpose of the study is to show the results of an action research study using an evaluation instrument designed to evaluate and assess the value of one vocational education program, the Salesmanship Certificate Program. Specific objectives are to (1) provide the college and students with a description of the job market for sales persons in the local economy; (2) produce a set of realistic expectations for graduates; and (3) obtain a curriculum critique by major employers of salespersons in the area. Procedures will include: (1) designing a survey questionnaire; (2) pretesting the questionnaire; (3) obtaining qualified survey participants; (4) administering the survey; and (5) analyzing the results.

VTP-2827

Human Relations/Communications Module.

Principal Investigator: Roberts, Churchill

Recipient Institution: University of West Florida, Pensacola, Florida 32504

Start—End Dates: Start Date 1 Jan 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32504

Contract and/or Control No.: D7-013

Summary of Project: The purpose of the project is to field test and evaluate the results of Human Relations/Communication Arts modules and submit revised modules to the State Department of Education for use in training vocational education teachers. Procedures will include: (1) outlining specific modules; (2) arranging for field testing of modules; (3) evaluating field tests; (4) revising modules based on testing evaluation and guidelines from vocational educators; and (5) submitting revised modules to the State Depart-meht of Education.

VTP-2828

Perpetuate Puppetry.

Principal Investigator: Biggins, Clarice F.

Recipient Institution: Volusia County School District, Campbell Center, 601 South Keech Street, Daytona Beach, Florida 32014

Start—End Dates: Start Date 1 Feb 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Contract and/or Control No.: D7-009

Summary of Project: The purpose of the project is to guide the child care student through a series of experiences and interactions with community resources to create greater awareness of career possibilities and to develop a better self-concept. Procedures will include: (1) construction of puppetry materials; (2) taking walking field trips to make observations and present puppet shows and finger plays; (3) hearing community resource speakers and video-taping the presentations; (4) placing the video tapes in the county resource library; (5) making slides of the above activities and presenting them to parents and feeder school students; and (6) conduct a one-day nursery school.

VTP-2829

Solar Hot Water System for Heating Plant Propagation Beds.

Principal Investigator: Roberts, Bert R.

Recipient Institution: Washington-Holmes Area Vocational Technical Center, 209 Hoyt Street, Chipley, Florida 32428

Start—End Dates: Start Date 13 Apr 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Contract and/or Control No.: D7-018

Summary of Project: This project proposes to provide an inexpensive source of solar energy to heat plant propagating beds and to provide students in plumbing and horticulture classes knowledge of possibilities of solar energy use. Procedures will include: (1) design and construction of a solar hot water heating system in plant propagating beds and (2) design, construction, and maintenance of the solar hot water system by students.

VTP-2830

Developing, Field Testing and Demonstrating the Comprehensive High School Instructional Business Data Processing Cluster Curriculum.

Principal Investigator: Richardson, Jere

Recipient Institution: Muscogee County Board of Education, Columbus, Georgia

Start—End Dates: Start Date 1 Feb 77; End Date 1 Feb 78

Supporting Agency: Georgia State Department of Education, Atlanta, Georgia 30334

Summary of Project: The purpose of the project is to produce an itemized curriculum product for Business Data Processing and furnish 50 copies of the curriculum guide to the State Department of Education. Procedures will include: (1) assessing school curriculum and determinimg the potential for incorporating the Instructional Data Processing cluster into it; (2) performing a community survey to determine the availability of potential jobs, training stations, and resource personnel; (3) developing a matrix for analyzing the content of Central Texas College and other curriculum guides for Instructional Data Processing programs; (4) performing a task analysis for each Instruction Data Processing occupation and preparing general instructional objectives for each set of tasks; (5) designing a comprehensive delivery system for the Instructional Data Processing cluster; (6) developing and validating student-centered curriculum materials for implementation of a sequential program; (7) field testing curriculum items; and (8) conducting presentations and staff development workshops for interested school systems.

VTP-2831

Development of Office Applications Demonstration Laboratory for Area Vocational-Technical Schools.

Principal Investigator: Leverette, L. L.

Recipient Institution: Five School Consortium–Carroll, Marietta-Cobb, Pickens, Maron, and Columbus Vocational Technical Schools

Start—End Dates: Start Date 1 Feb 77; End Date 1 Feb 78

Supporting Agency: Georgia State Department of Education, Atlanta, Georgia 30334

Summary of Project: The purpose of the project is to develop and operate an office simulations laboratory. Procedures will include: (1) identifying office tasks common to most offices; (2) setting up an office learning environment with the necessary hardware in existing facilities; (3) determining the most effective interoffice communication system for training students in a simulated office environment; (4) identifying and assembling student and teacher software to be used in the simulations laboratory; (4) establishing five office applications demonstration centers; and (5) utilizing contacts with the business world.

VTP-2832

Vocational Evaluation Instruments for Local Evaluation of Occupational Training Programs.

Principal Investigator: Shelnutt, Robert

Recipient Institution: Clarke County Schools, Athens, Georgia 30602

Start—End Dates: Start Date 1 Apr 77; End Date 31 Mar 78

Supporting Agency: Georgia State Board for Vocational Education, Atlanta, Georgia 30334

Summary of Project: The purpose of the project is to provide a model which will (1) identify criteria for staff development programs for instructors and administrators; (2) identify program strengths and weaknesses; (3) identify strengths and weaknesses of administration and support services; and (4) assist administrators in collecting, analyzing, and utilizing data for effective decisionmaking in the use of staff, equipment, physical facilities, and financial resources. Procedures will include: (1) locating available evaluation models; (2) designing a system for accomplishment of objectives; (3) developing evaluation instruments; (4) field testing evaluation instruments in individual programs in various schools; (5) implementing the evaluation system; (6) serving as a demonstration center to other school systems in the state; and (7) giving presentations and providing staff development workshops for interested school systems.

VTP-2833

Identifying Local Employment Potential and Needs.

Principal Investigator: Eberly, Glenn

Recipient Institution: Lake Central School Corporation, St. John, Indiana 46373

Start—End Dates: Start Date 1 Jan 77; End Date 31 Dec 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 6-77-D-9

Summary of Project: The purpose of the project is to identify job opportunities in the immediate area and to develop a proficient facility for vocational education students. Procedures will include: (1) obtaining area business and industrial profiles; (2) personally contacting potential places of employment; (3) making data cards on these places; (4) constructing employment profiles; (5) maintaining communication with placed students and their employers for evaluation purposes; and (6) sharing data collecting with other area schools.

VTP-2834

Modification of Indiana Vocational Technical College Curricula Structure.

Principal Investigator: Ullery, William

Recipient Institution: Indiana Vocational Technical College, P.O. Box 1763, Indianapolis, Indiana 46206

Start—End Dates: Start Date 1 Mar 77; End Date 30 Sep 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 6-77-D-10

Summary of Project: The purpose of the project is to implement a statewide curricula revision structure designed to meet postsecondary occupational education needs. Procedures will include: (1) revising and restructuring curricula components by faculty members; (2) documenting the reivsions on worksheets for review and modification by other faculty members; (3) analyzing preliminary restructuring efforts by a faculty task force; (4) developing specific occupational programs by a curricula advisory committee; and (5) reflecting the results in publications describing the curricula.

VTP-2835

Normative Study of Indiana Students Using Vision Test.

Principal Investigator: Dudley, Gerald

Recipient Institution: Penn-Harris-Madison School Corporation, South Bend, Indiana 46615

Start—End Dates: Start Date 1 Sep 77; End Date 1 Jul 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 6-77-D-13

Summary of Project: The purpose of the project is to extend, by developing norm tables for interpretation, V.I.S.I.O.N. so that it can be used by Indiana vocational counselors in helping youth assess their vocational interests. Procedures will include: (1) producing a filmstrip version of the V.I.S.I.O.N. test in multiple copies; (2) producing a machine/hand scorable answer and interpretation form for V.I.S.I.O.N. in multiple copies; (3) developing and analyzing the computer scoring capability for the answer form; (4) administering the tests; and (5) reporting the normative results of a large sample student testing using the instrument.

VTP-2836

Analyze the Potential and Demonstrate Components of an Experience Based Career Education (EBCE) Model in Meeting the Career Education Needs of Mildly Mentally Disabled Adolescents in Secondary Schools.

Principal Investigator: Larson, Carl

Recipient Institution: Iowa Central Community College, Fort Dodge, Iowa 50501

Start—End Dates: Start Date 1 Mar 77; End Date 30 Aug 78

Supporting Agency: Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319

Summary of Project: The purpose of the project is to analyze the potential and demonstrate the components of the EBCE-AEL model for mentally disabled adolescents. Specific objectives are to (1) establish a community base of operation; (2) establish administrative procedures; (3) provide necessary resources for re-editing and rewriting of EBCE-AEL component parts; (4) develop experience sites; (5) conduct necessary inservice for school personnel; and (6) implement EBCE-MD programs for 30 students. Procedures will include: (1) forming committees; (2) developing EBCE material; (3) training learning coordinator; (4) developing site; (5) conducting pilot tests; (6) reviewing materials; and (7) employing two learning coordinators to serve 30 MD students and to implement the program at four sites.

VTP-2837

Development and Field Testing of a Model of Implementing Career Program Assessment.

Principal Investigator: McClurg, Ronald B.

Recipient Institution: Des Moines Area Community College, 2006 S. Ankeny Boulevard, Ankeny, Iowa 50021

Start—End Dates: Start Date 1 Mar 77; End Date 30 Sep 78

Supporting Agency: Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319

Summary of Project: The purpose of the project is to develop and field test a model for implementing career program assessment. Specific objectives are to (1) develop a model for systematic assessment of preparatory career education programs based on the Program Assessment Procedures; (2) implement and field test the model on no less that two secondary and twelve postsecondary programs; and (3) evaluate the model and field test exercise and to prepare a report and manual for other institutions to use in program assessment. Procedures will include: (1) selecting personnel and forming an advisory committee; (2) reviewing literature and formulating a conceptual mode; (3) refining and using a working model; (4) developing preliminary strategies for resolving typical deficiencies identified in the literature review; (5) selecting programs for analysis and implementing the field test exercises; (6) analyzing and evaluating the field test exercise and model; and (7) submitting articles based on the project to AACJC Journal, ICA, AVA, and ERIC Clearinghouse.

VTP-2838

A Project for the Development of Video Tapes for the Practical Arts Program.

Principal Investigator: Thro, Ernest G.

Recipient Institution: Hardin County Board of Education, 110 South Main Street, Elizabethtown, Kentucky 42701

Start—End Dates: Start Date 1 May 77; End Date 30 Apr 78

Supporting Agency: Bureau of Vocational Education, Kentucky State Department of Education, Frankfort, Kentucky 40601

Summary of Project: The project's purpose is to develop ten color video tapes of career opportunities available in Kentucky. Career opportunities in coal mining, medicine, ecology, energy, the mail system, building construction, law, television, trucking, and recreation will be featured in the tapes. Procedures will include: (1) producing television tapes; (2) developing implementation guides; (3) developing field testing strategy; and (4) planning dissemination procedures.

VTP-2839

Comparison of Teaching/Learning Techniques by Teachers and Students of Vocational Technical Institutes.

Principal Investigator: Drummond, Robert J.

Recipient Institution: University of Maine at Orono, Orono, Maine 04473

Start—End Dates: Start Date 30 Jan 77; End Date 30 Sep 77

Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330

Summary of Project: The purpose of the project is to gather information on teaching methods now utilized and to find out how students view the effectiveness of these methods. Specific objectives are to (1) identify the different types of teaching techniques which are used by instructors in the Vocational Technical Institutes by course and program; (2) assess how helpful students feel these techniques are; and (3) evaluate the students' opinions of instructional procedures by type of program, achievement, level of students, learning style, sex, and focus of control. Procedures will include: (1) surveying teachers to identify teaching techniques; (2) constructing survey instrument; (3) administering survey instrument to find out student attitudes; (4) evaluating results; and (5) writing report and submitting it to ERIC and appropriate professional journals.

VTP-2840

Supplemental Program to Occupational Guidance for Disadvantaged Youth.

Principal Investigator: Seager, Eleanor

Recipient Institution: H.O.M.E. Co-Op, Box 408, Orland, Maine 04472

Start—End Dates: Start Date 1 Jan 77; End Date 1 Jun 77

Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330

Summary of Project: The purpose of the project is to widen boundaries of awareness and experience of ten selected students between the ages of 16 and 21 at the H.O.M.E. Center in order that they might become better able to develop planning skills and initiative for making career choices and other major decisions. Procedures will include conduct of a five-day wilderness/urban course and conduct of a one-day followup session four to five weeks after the course itself. The course consists of two parts: (1) one and one-half days in a wilderness setting spent in developing group awareness, cooperation, and resourcefulness through initiative games and a ropes course and (2) three and one-half days in Portland becoming acclimated to life, work, and movement in a city environment.

VTP-2841

Attributes of Secondary Vocational Center Training: Nature of Programs and Student Perceptions and Plans.

Principal Investigator: Edin, Stanley A.

Recipient Institution: Staples AVTS, Staples, Minnesota 56479
Start—End Dates: Start Date 1 Jan 77; End Date 1 Sep 77
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101
Summary of Project: The purpose of the project is to decide the attributes of the secondary vocational system as it currently exists in Minnesota and to ascertain some of the plans and perceptions of students participating in center programs. Procedures will include: (1) interviewing individuals concerned with center development; (2) reviewing literature; and (3) designing and administering insturments to be given to students, instructional staff, center directors, and superintendents, respectively.

VTP-2842

Assessment of Consumer Education Status and Needs of Consumer Educators in Missouri Schools.
Principal Investigator: Martin, Betty
Recipient Institution: College of Education, Department of Practical Arts and Vocational-Technical Education, University of Missouri-Columbia, Columbia, Missouri 65201
Start—End Dates: Start Date 1 Feb 77; End Date 1 Jul 77
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101
Summary of Project: The project's purpose is to conduct a needs assessment regarding consumer education and preparation of consumer educators in Missouri. Procedures will include: (1) mailing a questionnaire to a representative sample of junior high and senior high school teachers in the state to gather demographic data and to assess the teachers' needs for various types of assistance; (2) distributing a second questionnaire to a sample of junior and senior high school principals to determine demographic characteristics of students and attitudes of administrators toward consumer education.

VTP-2843

Computer Program to Generate Multiple Forms of Objective Tests.
Principal Investigator: Dunbar, Dean A.
Recipient Institution: St. Louis Community College at Forest Park, 5600 Oakland Avenue, St. Louis, Missouri 63110
Start—End Dates: Start Date 1 Feb 77; End Date 1 Jul 77
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101
Summary of Project: This project will involve writing a computer program which will generate a maximum of four different forms of multiple choice exams. Each test will have a maximum of 200 questions from a data bank containing 9,999 questions. The tests generated will mock radiology technology registry exams so that students in the program can practice and review prior to taking the actual registry exam. Radiology technology instructors will use the program to generate regular course tests to adminster to students.

VTP-2844

Development and Dissemination of an Individualized Curriculum Guide to Utilize the VICA Club Achievement Program as a Model of Instruction.
Principal Investigator: King, Franklin
Recipient Institution: University of Missouri-Columbia, Columbia, Missouri 65201
Start—End Dates: Start Date 9 Feb 77; End Date 30 Dec 77
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101
Summary of Project: The purpose of the project is to develop individualized VICA instructional materials and to evaluate their effect upon student attitudes toward work and themselves. Procedures will include: (1) developing and pilot testing new materials; (2) interviewing VICAP students having used the new instructional materials; (3) certifying student progress; (4) comparing the results from this group with a group of students not receiving related occupational instruction; and (5) comparing these two groups with a third group of students which will receive traditional trade and industrial instruction.

VTP-2845

Identification, Selection, and Measurement of Adaptive Work Skills in Missouri's Vocational Education Programs.
Principal Investigator: Kazanas, H. C.
Recipient Institution: Department of Practical Arts and Vocational-Technical Education, 103 Industrial-Education Building, University of Missouri-Columbia, Columbia, Missouri 65201
Start—End Dates: Start Date 1 Apr 77; End Date 31 Mar 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101
Summary of Project: The purpose of the project is to investigate the factors involved in vocational students' development of adaptive work skills, the psychological or affective traits that students must possess in order to be effectively employed. Procedures will include: (1) reviewing existing literature on adaptive work skills; (2) identification selection, and validation of the common adaptive work skills; (3) developing a validated "Adaptive Work Skills Inventory;" (4) identifying vocational education programs in Missouri which contributed to developing such skills; (5) developing validated procedures and techniques for presenting adaptive work skills; and (6) disseminating findings, procedures, and techniques through workshops, project reports, and national publications.

VTP-2846

Procedures for Area Vocational School Student Selection.
Principal Investigator: Good, Marvin
Recipient Institution: Crawford County R-II School District, 208 Elm Street, Cuba, Missouri 65453
Start—End Dates: Start Date 18 Mar 77; End Date 25 Jan 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101
Summary of Project: The purpose of the project is to examine the criteria local high schools use to determine potential for success in the area vocational school. Specific objectives will be to determine: (1) suggested selection procedures disseminated to local high schools by area vocational schools; (2) selection criteria used by the local high school in determining which students will attend vocational schools; (3) candidate characteristics most predictive of success or lack of it in the area vocational school program; and (4) which reported criteria appear to be most feasible for use in selecting potential enrollees in area vocational schools. Procedures will include: (1) developing and mailing a questionnaire to area vocational schools to gather data about admission criteria being used; (2) mailing a similar questionnaire to local high schools to gather selection criteria for area vocational school attendance; (3) analyzing students who attended the area vocational school during 1973-76 in an attempt to identify those characteristics most predictive of area vocational school success; and (4) using an advisory committee to guide the research.

VTP-2847

A Project to Develop and Test Occupational Experience Training Outlines for the 20-25 Most Common Careers Obtained by Graduates of Post-Secondary Agri-Business Programs in Missouri.
Principal Investigator: Gibson, Roscoe R.
Recipient Institution: State Fair Community College, 1900 South Clarendon Road, Sedalia, Missouri 65301
Start—End Dates: Start Date 1 Jun 77; End Date 1 Jun 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101
Summary of Project: The purpose of the project is to develop a training outline which will be used as a guide in determining the needed competencies and skills to be provided by the student in occupational experiences. Procedures will indlude: (1) identifying and determining 20 to 25 agri-business occupations commonly included as part of the agri-business educational program; (2) selecting an advisory committee; (3) surveying representatives of agri-industries in each occupational area to determine most common job titles for which they offer employment; (4) identifying skills and competencies important to job success in the selected occupations; (5) determining which of these should be included as part of the curriculum; (6) developing a format to be used in grouping or classifying competencies and skills according to the various phases of the business' operation; (7) developing a rating scale designed to measure effectiveness of the occupational training program of secondary and postsecondary students in meeting the employment requirements of the selected occupations; (8) testing effectiveness of developed occupational experience training outline and evaluating project; and (9) printing 300 copies of each training manual and distributing one copy of each training outline to each vocational agriculture department in Missouri and a copy to each institution offering postsecondary agri-business training.

VTP-2848

Curriculum Development of Re-Entry Course for License Practical Nurses.
Principal Investigator: Eggland, Carol
Recipient Institution: Southeast Community College, 1801 South 40th Street, Lincoln, Nebraska 68506
Start—End Dates: Start Date 1 May 77; End Date 30 Jun 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to design and implement a curriculum for a short-term re-entry course for licensed practical nurses who wish to return to employment after some absence. Guidelines developed will contain a combination of continuing education and work experiences. Procedures will include: (1) use of an advisory committee of registered nurses and licensed practical nurses to identify objectives, contents, and

instructional methodology; (2) mailing a survey questionnaire to inactive licensed practical nurses to ascertain needs and to inform them of the project; (3) use of existing curriculum materials (LPN curriculum and RN refresher curriculum) as resources; (4) follow-up of participants; and (5) evaluation of course and dissemination of curriculum throughout the state.

VTP-2849

Evaluation of Vocational Home Economics Programs in Terms of Competencies Needed to Function Effectively as a Homemaker and/or Homemaker and Wage-Earner.

Principal Investigator: Colsden, Lyle; Bokenkamp, Sue
Recipient Institution: Kearney State College, Kearney, Nebraska 68847
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to conduct an evaluation through a followup study to determine competencies needed to function effectively in the homemaking occupation and those needed to function effectively in the dual role of homemaker and wage earner. Procedures will include: (1) designing and testing two instruments to use in a statewide followup study; (2) selecting a random sample of schools in the state in which to conduct the followup studies; (3) identifying the high school graduates for the followup; (4) developing a Program Evaluation Review Technique to aid in accomplishing the objectives of the project and to present an overview of sequential events, establish priorities, and designate responsibility; and (5) preparing a report of the findings and making it available to leaders in the field.

VTP-2850

Expanding Vocational Training Opportunities for Secondary Students Through ESU Coordination.

Principal Investigator: Stern, Ivan D.
Recipient Institution: Educational Service Unit #5, Beatrice, Nebraska 68310
Start—End Dates: Start Date 21 Feb 77; End Date 28 Feb 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to implement a plan to provide an alternative method to meet vocational education needs to help students bridge the gap between education and employment while they are still in secondary schools. Procedures will include: (1) discussing and investigating cooperative alternative vocational training opportunities; (2) examining existing vocational education programs that might be available to students of the cooperative program; (3) determining program sites using criteria of distance and time of travel; (4) using Vocational Training Center Advisory Groups to assist in planning, curriculum development, interim review, and program evaluation; (5) appointing representatives from participating school districts to serve on a cooperative steering council; and (6) entering into local cooperative agreements and contacts via Educational Services Unit Number Five Board.

VTP-2851

A Feasibility Study–Cooperative Vocational Education for Schools in Educational Service Unit Number Two.

Principal Investigator: Hansen, Allan W.
Recipient Institution: Educational Service Unit Number Two, 2320 North Colorado Avenue, Fremont, Nebraska 68025
Start—End Dates: Start Date 1 Apr 77; End Date 1 Apr 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the study is to determine the feasibility of establishing one or more cooperative vocational programs for secondary students in Educational Service Unit Number Two and adjacent areas. Specific objectices are to (1) collect and analyze data on job markets, existing programs, population, resources, and local schools' abilities to provide adequate vocational programs; (2) determine student enrollments, population density, job opportunities, student interests, and geographic characteristics; and (3) recommend criteria for establishment of a cooperative vocational program and guidelines for its administration. Procedures will include: (1) defining data needs; (2) conduct of survey; (3) analysis of data; (4) compilation of report; and (5) dissemination of data.

VTP-2852

Identification of Vocational Curriculum Priority Needs for Nebraska Secondary and Postsecondary Schools.

Principal Investigator: Nelson, Beverly J.
Recipient Institution: Nebraska Vocational Curriculum Resource Center, West Campus, Kearney State College, Kearney, Nebraska 68847
Start—End Dates: Start Date 1 Apr 77; End Date 31 Mar 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to broaden and improve knowledge concerning curriculum needs in vocational education so that a systematic method may be used in developing and revising curriculum. Specific objectives are to (1) promote increased awareness and usage of the NVCRC by vocational teachers; (2) develop a list of needs and directions for curriculum materials development and revision; and (3) provide essential secretarial assistance in the reorganization of the center. Procedures will include: (1) design of an evaluation instrument to measure visibility of the NVCRC among vocational teachers and determine the directions curriculum development and revision should be taking in the state; (2) approval and administration of evaluation instrument; and (3) presentation of data collected to center advisory council.

VTP-2853

Implementation of the Nebraska Core Curriculum for Vocational Agriculture.

Principal Investigator: Blezek, Allen G.
Recipient Institution: Department of Agriculture, University of Nebraska, Lincoln, Nebraska 68583
Start—End Dates: Start Date 1 May 77; End Date 30 Apr 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to provide for the improvement of Nebraska Vocational Agriculture instructional programs. Procedures will include: (1) distributing the teacher's edition of the Nebraska Core Curriculum to all vocational agriculture departments; (2) identifying five geographic areas of the state; (3) conducting regularly scheduled inservice sessions in model districts; (4) evaluating course content of undergraduate teacher preparation, taking necessary steps to incorporate the "core approach" into the course; and (5) coordinating materials distribution efforts with the Nebraska State Vocational Curriculum Center.

VTP-2854

Occupational Opportunities in Nebraska, 1978 Report.

Principal Investigator: Mendenhall, Elton B.; Larson, Fay G.
Recipient Institution: Nebraska Research Coordinating Unit for Vocational Education, UNL, Lincoln Nebraska 68588
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509
Summary of Project: The purpose of the project is to provide the conversion of the Nebraska State Department of Labor's employment projections and needs into vocational instructional training programs for use in vocational program planning. Procedures will include: (1) obtaining employment data from the Division of Employment, Department of Labor; (2) using the Bureau of Labor Statistics conversion system to convert employment data into vocational program projections; (3) preparing a publication displaying employment projections and employment needs in Nebraska as related to vocational instructional training programs; and (4) disseminating the employment data to educators responsible for planning vocational programs.

VTP-2855

Preparing Regional Occupational Personnel to Better Education.

Recipient Institution: High Point Public Schools, Education District V, High Point, North Carolina
Start—End Dates: Start Date 1 Mar 77; End Date 30 Jun 77
Supporting Agency: North Carolina Department of Public Instruction, Occupational Research Unit, Raleigh, North Carolina 27611
Summary of Project: The purpose of the project is to develop more effective means of training and retraining teachers to meet current and future demands of business and industry and the changing requirements of the teaching profession. The specific objective is to present a model or models which will provide a unified approach to occupational education at secondary and postsecondary levels in which pre and inservice education, pupil proficiency, and alternative approaches to occupational instruction are vital segments. Procedures will include: (1) encouraging teachers to use materials in two Teaching and Resource Coordinating Centers; (2) developing an individualized professional development profile and plan for each occupational teacher in the consortium; (3) using resources of universities and community colleges; (4) identifying training program and consultant services in business and industry applicable to the program; and (5) disseminating results to area occupational directors, regional center directors, regional superintendents' councils, regional facilitators, and the State Department of Public Instruction.

VTP-2856

Statewide Dissemination of Promising Occupational Education Products Developed Through Research and Development Programs.

Principal Investigator: Mullen, Robert A.; Rogers, Charles H.

Recipient Institution: North Carolina Department of Public Instruction, Division of Occupational Education, Raleigh, North Carolina 27611

Recipient Institution: North Carolina Department of Public Instruction, Occupational Research Unit, Raleigh, North Carolina 27611

Start—End Dates: Start Date 7 Apr 77; End Date 30 Sep 77

Supporting Agency: North Carolina Board of Education, Raleigh, North Carolina 27602

Summary of Project: The project's purpose is to procure, screen, and make available to local education personnel validated occupational education research and development products (model programs, curricula, delivery systems, instructional materials, etc.) for adaption and adoption in local vocational programs. Procedures will include: (1) use of regional education centers as facilitating units in this dissemination effort; (2) identification of sources of research and development products; (3) meeting with Regional Dissemination Teams for orientation to their project roles and responsibilities; (4) conduct of onsite visits by Raleigh based and regional personnel; (5) completion of workshop draft guide; (6) duplication and delivery of essential materials for dissemination at summer conferences and regional workshops; (7) providing regional teams with evaluation data collection instruments; and (8) conduct of regional inservice workshops.

VTP-2857

Competency Based Curriculum Writer's Workshop.

Principal Investigator: Strate, Jim

Recipient Institution: University of North Dakota, Grand Forks, North Dakota 58201

Start—End Dates: Start Date 1 Jul 77; End Date 1 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Summary of Project: The purpose of the project is to develop, with coordinators, the ability to write competency based curriculum. Procedures will include: (1) developing learning activities which may be used as part of curricula; (2) identifying specific competencies needed for employment; (3) learning to use the competency based curriculum materials to facilitate open entry/open exit classroom activities; and (4) sending developed materials to National DECA for dissemination in other states and for possible use at the National DECA Career Development Conference.

VTP-2858

North Dakota Post-Secondary Distributive Education Core Curriculum Identification and Experimentation.

Principal Investigator: Strate, Jim

Recipient Institution: University of North Dakota, Grand Forks, North Dakota 58201

Start—End Dates: Start Date 1 Jul 77; End Date 1 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Summary of Project: The purpose of the project is to determine the core curriculum for the postsecondary marketing programs in North Dakota. Specific objectives are to allow: (1) utilization and interchange between programs of resource materials to better meet student needs; (2) better articulation and consistency of program offerings for students from high school programs continuing to postsecondary institutions; and (3) for a more relevant and current curriculum for students with marketing occupations as their career objective. Procedures will include conduct of a workshop at which there will be: (1) identification of core curriculum; (2) listing basic text and resource materials used in core courses; (3) listing course and unit objectives; and (4) reviewing new materials.

VTP-2859

Research and Develop an Industrial Arts Curriculum Guide for North Dakota Secondary Schools Along the Cluster Technologies Approach.

Principal Investigator: Bender, Myron

Recipient Institution: University of North Dakota, Grand Fords, North Dakota 58202

Start—End Dates: Start Date 1 Feb 77; End Date 1 Sep 77

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Summary of Project: The purpose of the project is to provide a curriculum guide for industrial arts education in North Dakota. Procedures will include: (1) reviewing, analyzing, and synthesizing evaluation reports from eight pilot projects being conducted in secondary schools field testing marterials prepared through the 1976 RCU unit, "Development of Instructional Materials for Industrial Arts Education in North Dakota;" (2) developing a final format for the curriculum guide; (3) preparing the guide, including cluster areas; and (4) disseminating the guide to every industrial arts teacher in the state. The cluster areas are: (1) insights into industry and technology; (2) communication technology; (3) manufacturing technology; (4) construction technology; and (5) energy/power technology.

VTP-2860

Conceptualization of a Practical Arts Program Component for Junior High/Middle School Youth.

Principal Investigator: Ray, Willis E.

Recipient Institution: Ohio State University Research Foundation, 1314 Kinnear Road, Columbus, Ohio 43215

Start—End Dates: Start Date 1 Apr 77; End Date 31 Dec 77

Supporting Agency: Ohio State Department of Education, Division of Vocational Education, 65 South Front Street, Columbus, Ohio 43215

Contract and/or Control No.: R-7-77

Summary of Project: The project proposes to build a rationale for a practical arts component of the junior high/middle school curriculum and outline a school program of the practical arts related to agriculture, home and family living, health, industry, business and office, and distribution. Procedures will include: (1) review of literature and contemporary thought; (2) preparation of draft position; (3) conduct of a conference of 20 selected school administrators, supervisors, teachers, and lay advisors; (4) identification of concepts and principles inherent in each practical arts area; (5) preparation of objectives and scheduling strategies for the practical arts program; (6) consideration of staffing strategies and economic feasibility of program; and (8) conduct of general meeting, second general conference to evaluate overall plan.

VTP-2861

Performance-Based Teacher Education/Service Application Project.

Principal Investigator: Householder, Larry D.

Recipient Institution: Upper Valley Vocational Education Planning District

Start—End Dates: Start Date 1 Mar 77; End Date 30 Jun 78

Supporting Agency: Ohio State Department of Education, Division of Vocational Education, Columbus, Ohio 43215

Contract and/or Control No.: R-6-77

Summary of Project: The purpose of the project is to test the adaptability of the performance-based teacher education materials developed by The Center for Vocational Education, Columbus, Ohio, to inservice applications in vocational education at the secondary and adult levels. Specific objectives are to (1) develop and implement a strategy for PBTE materials for inservice applications in vocational education; (2) develop and/or improve vocational teacher competencies through implementation of the PBTE program; and (3) identify strengths and weaknesses of PBTE concepts and materials for inservice education. Procedures will include: (1) conduct of a pre-implementation assessment of the teaching faculty's competence in selected areas; (2) conduct of orientation seminars for personnel involved in the project; (3) developing and refining implementation strategies; and (4) implementation and formative evaluation.

VTP-2862

Comprehensive Followup of 1971-72 PN Graduates that are not Available for the Labor Market.

Principal Investigator: Morton, J. B.

Recipient Institution: Information Services Unit, Division of Research, Planning and Evaluation, Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Start—End Dates: Start Date 15 Feb 77; End Date 1 Sep 77

Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Summary of Project: The purpose of the study is to find out why such a high percentage drop out of the labor market five years after graduation. Specific objectives are to determine the number and percentage of PN graduates who are: (1) employed in an unrelated area; (2) employed part-time; (3) continuing their education in the health field; (4) continuing education in an unrelated field; (5) unemployed and not seeking employment; and (6) unemployed and seeking employment. Procedures will include: (1) contacting teachers of the graduates to obtain addresses and phone numbers; (2) surveying, via telephone, graduates; and (3) analysis and interpretation of data.

VTP-2863

A Comprehensive In-Service Training for Vocational Agriculture Teachers in Oklahoma with Emphasis on New and Returning Teachers.

Principal Investigator: Terry, Robert

Recipient Institution: Agricultural Education Department, Oklahoma State University, Stillwater, Oklahoma 74074

Start—End Dates: Start Date 1 Jun 77; End Date 31 May 78

Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Summary of Project: The project's purpose is to develop, implement, and provide coordination of a continuing and comprehensive inservice training program for teachers of vocational agriculture under contract in Oklahoma. Special emphasis will be directed toward the needs of new teachers. Procedures will include: (1) visitations to new and returning teachers by district supervisors and agricultural education staff members; (2) a three-day seminar at Oklahoma State University; (3) a mid-winter conference; and (4) inservice training to improve instructors' skills.

VTP-2864

The Demand for and Supply of Vocational and Technical Education Teachers in Oklahoma: 1978-1982.

Principal Investigator: Morton, J. B.; Hopkins, Charles O.

Recipient Institution: Information Services Unit, Division of Research, Planning and Evaluation, Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Start—End Dates: Start Date 1 May 77; End Date 15 Jul 77

Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Summary of Project: The purpose of the project is to determine the demand for and supply of vocational and technical education teachers in Oklahoma for 1977 through 1982. Specific objectives are to determine: (1) the number of projected new programs in Oklahoma by division and program; (2) teacher turnover rates for Oklahoma by division and by program; and (3) the projected number of new teachers in teacher training institutions that will be available to fill teaching jobs. Procedures will include: (1) employing the "Oklahoma State Plan for Vocational and Technical Education" to obtain the number of projected new programs; (2) contacting teacher educators in Oklahoma to obtain the number of teachers who have graduated annually for the past five years and the percent that entered the teaching profession in the same time period; and (3) contacting state supervisors for each division to determine vocational and technical education turnover rates.

VTP-2865

Parallel Follow-Up, 1976.

Principal Investigator: Morton, J. B.

Recipient Institution: Information Services Unit, Division of Research, Planning and Evaluation, Oklahoma State Department of Vocational-Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Start—End Dates: Start Date 1 Sep 76; End Date 15 Jun 77

Supporting Agency: Oklahoma State Department of Vocational-Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Summary of Project: The purpose of the project is to determine: (1) if the present system of gathering follow-up data on graduates of secondary vocational programs is adequate, considering costs of methods now used; (2) graduates' evaluation of the program's curriculum, facilities, equipment, instruction, and placement assistance; and (3) employers' evaluation of the quality and quantity of work skills and performance by the graduates. Procedures will include: (1) collecting samples by school and by program; (2) contacting schools for student addresses; (3) sending questionnaires to students; (3) sending followup mailings to nonrespondents; (4) comparing student and teacher responses; and (5) analyzing and evaluating data.

VTP-2866

Development of Model Work Experience Program for Grades 7-12.

Principal Investigator: Pambrun, Sam

Recipient Institution: Scio School District, 38875 Northwest First Avenue, Scio, Oregon 97374

Start—End Dates: Start Date 1 Feb 77; End Date 1 Feb 78

Supporting Agency: Oregon State Department of Education, Salem, Oregon 97310

Summary of Project: This project proposes to develop an exploratory work experience component which will assist students in making sound decisions in selection of a vocational curriculum. Procedures will include: (1) research of legal requirements for employment of minors; (2) use of advisory committee in securing volunteer transportation; (3) conduct of inservice training for sponsors; (4) conduct of inservice training on program articulation; (5) development of a system for communicating program components to staff; (6) conduct of monthly meeting for staff; (7) utilization of safety inspector to advise on training site hazard potential; and (8) development of program assessment instrument.

VTP-2867

Model Exploratory Work-Experience Program for Grades 7-12.

Principal Investigator: Lampard, Sandra; Ticknor, Duane

Recipient Institution: Lincoln County School District, P.O. Box 1110, Newport, Oregon 97365

Start—End Dates: Start Date 1 Feb 77; End Date 1 Feb 78

Supporting Agency: Oregon State Department of Education, Salem, Oregon 97310

Summary of Project: The purpose of the project is to provide an exploratory work experience for all students in grades seven through twelve. Specific objectives are to (1) expose students to diversified geographical and socioeconomical areas; (2) help students eliminate sex stereotyping; and (3) prepare students for minimum job entry level. The procedures will include: (1) implementation of exploratory work experience in key curriculum areas (Industrial Arts, Art, and Home Economics); (2) identification and implementation of training stations for 30 students; (3) development of a plan of implementing exploratory work experience taking place in the classroom; (4) revision and implementation of exploratory experience in the family life role; and (5) evaluation of experiences by students, staff, and community.

VTP-2868

Refine and Field Test Models for the Use of a Data Base in Planning State and Local Vocational Education Programs at the Secondary Level.

Principal Investigator: Rasmussen, Marv

Recipient Institution: Portland Public Schools, 631 Northeast Clackamas Street, Portland, Oregon 97208

Start—End Dates: Start Date 3 Jan 77; End Date 30 Jun 77

Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310

Summary of Project: The purpose of the project is to field test planning concepts from the Manpower Data Base Project model for vocational education program planning and review and insure inclusion of the concepts in ongoing program planning and review. Procedures will include: (1) meeting regularly with area career education specialists to identify and coordinate the delivery of needed support services; (2) supporting planning activities at the area level; (3) providing assistance to appropriate school administrators as program planning and review needs are identified; (4) implementing the program planning and review steps outlined in the guide to specific planning situations; and (5) working with appropriate building personnel to increase their effectiveness in using SERVE, student followup materials, and student needs assessments.

VTP-2869

Research on the Utilization of Oregon Department of Education Materials in Approved Vocational Programs in Linn, Benton, and Lincoln Counties.

Principal Investigator: Lofts, Ada

Recipient Institution: Linn-Benton Intermediate Education District, 905 East Fourth Avenue, Albany, Oregon 97321

Start—End Dates: Start Date 14 Mar 77; End Date 30 Jun 77

Supporting Agency: Oregon State Department of Education, Salem, Oregon 97310

Summary of Project: The purpose of the project is to determine the extent to which Oregon State Department of Education (ODE) produced guides and other teaching materials are being utilized by vocational teachers at the preparation and specialization level in state-approved vocational programs. Specific objectives are to (1) develop a list of ODE materials currently available for classroom level use; (2) identify ODE materials being utilized in approved vocational programs; (3) determine the level and depth of usage of ODE materials by the vocational teacher; (4) identify deterrents to use of the material; and (5) recommend types of materials which should be developed for future use. Procedures will include: (1) development and mailing of questionnaire to selected population; (2) personal interviews with teachers from cluster areas; (3) data analysis; (4) development of teacher identified material needs; and (5) identification of deterrents which restrict usage of ODE guides and materials.

VTP-2870

Springfield Model Career Guidance Program.

Principal Investigator: Bushnell, Dick; Young, John

Recipient Institution: Springfield Public Schools, 525 Mill Street, Springfield, Oregon 97477

Start—End Dates: Start Date 1 Feb 77; End Date 1 Mar 78

Supporting Agency: Oregon State Department of Education, Salem, Oregon 97310

Summary of Project: The purpose of the project is to develop a workable career guidance model around the eight basic career guidance competencies for teachers as identified by the Four State Guidance Project and the Oregon Department of Education. Procedures will include: (1) writing a model program; (2) conduct of a summer workshop; (3) visitation of career guidance programs; (4) planning and conduct of inservice for staff; (5) conduct of orientation in spring for incoming sixth graders; and (6) development and administration of student evaluation instrument.

VTP-2871

Area Vocational-Technical School Auto/Power Mechanics–Prevocational Program.

Principal Investigator: Zimmerman, C. Robert

Recipient Institution: Berks AVTS, Agricultural Center, R.D. #1, Box 602, Leesport, Pennsylvania 19533

Start—End Dates: Start Date 1 Jul 77; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of the project is to develop and operate a program of prevocational education in power mechanics with the main thrust in the auto mechanics area. Specific objectives are to provide; (1) a prevocational exploratory program which will assist the student in making a vocational education choice; and (2) prevocational curriculum that will develop the students' basic skill competencies common to an occupational cluster. Procedures will include: (1) developing and implementing a modified auto/-power mechanics occupation curriculum with basic knowledge and skill competencies required in automotive mechanics and engine repair; (2) utilizing individualized instructional materials currently available; and (3) supplementing the former by using additional, locally developed materials, including slide modules.

VTP-2872

Curriculum Pilot in Agriculture Supplies.

Principal Investigator: Reichard, Gerald W.

Recipient Institution: Waynesboro Area School District, Clayton Avenue and Third Street, Waynesboro, Pennsylvania 17268

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of the project is to operate a pilot program in agricultural supplies for expanded offerings in vocational education in agriculture to meet more effectively the needs of prospective employees in the agricultural supplies area. Procedures will include: (1) preparing instructional copies of the eleventh and twelfth grade agricultural supply curriculum in cooperation with the Vocational Agriculture Department Advisory Council; (2) reviewing and evaluating curriculum; (3) conducting periodic evaluation by Pennsylvania State University's agriculture education faculty, Department of Education professional staff, and agricultural supplies industry personnel; (4) selecting vocational agriculture teachers who will evaluate the curriculum to determine its potential utilization for their respective departments; (5) using evaluation to recommend modification of short courses, adult courses, and semester courses; and (6) preparing a recommended list of equipment, instructional supplies, reference materials, and types of facilities needed for each instructional unit.

VTP-2873

Design of a Decision Model for Adjusting Curricula, Facilities and Personnel.

Principal Investigator: Cohen, Stanley B.

Recipient Institution: School District of Philadelphia, Parkway at 21st, Philadelphia, Pennsylvania 19103

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of the project is to construct and implement an integrated vocational education decision model. Specific objectives are to (1) analyze new and changing occupations in the labor market; (2) assess student needs; and (3) analyze current and forecast future needs for personnel facilities and services affected by new occupations and new curriculum needs. Procedures will include: (1) using the Temple University Economics Department–Speakman–Econometric Model (TECSEM) to analyze the labor market and to provide enrollment requirements for each industry; (2) developing a matrix of occupations by industry; (3) conducting a task analysis of new occupations; and (4) designing survey instruments for a student needs assessment and analysis.

VTP-2874

Determining the Feasibility and Acceptability of the Cluster Concept as a Modification of Existing Curriculum in a Comprehensive AVTS.

Principal Investigator: Thomas, Donald

Recipient Institution: Greater Johnstown AVTS, 445 Schoolhouse Road, Johnstown, Pennsylvania 15904

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of the project is to determine the feasibility and acceptability of the cluster concept in modifying the existing curriculum in a comprehensive AVTS. Procedures will include: (1) seminars to insure common understanding of vital topics with project personnel; (2) work sessions; and (3) planning and evaluation sessions.

VTP-2875

Facilitating Metric Instruction to Teacher and Student Through the Use of Developed Instructional Packages.

Principal Investigator: Nagle, Robert A.

Recipient Institution: Lehigh County AVTS, 2300 Main Street, Schnecksville, Pennsylvania 18078

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The project's purpose is to provide, through the use of developed instructional packages, teaching staff and students with a working knowledge of the metric system as it applies to their individual laboratories and shops. Procedures will include: (1) two six-hour instructional periods; (2) developing teacher competencies in understanding and using the metric system; (3) using two consultants to conduct small group instruction and discussion with teachers; and (4) a conference to evaluate the program.

VTP-2876

Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students.

Principal Investigator: Farmer, Edgar I.

Recipient Institution: Pennsylvania State University, 245 Chambers Building, University Park, Pennsylvania 16802

Start—End Dates: Start Date 1 Jul 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvanis 17126

Summary of Project: The purpose of the project is to conduct a study to identify pedagogical competencies for vocational teacher educators in the inner cities of Pennsylvania and to list instructional alternatives which will enhance the chances for vocational teachers' success in an inner city classroom. Procedures will include: (1) a pilot study for vocational education teachers and administrators in an inner city high school in Harrisburg, Pennsylvania; (2) surveying samples from four cities; and (3) analyzing data.

VTP-2877

An Investigation of Job Opportunities and Job Requirements for Medical Secretaries.

Principal Investigator: Stampien, Elaine F.

Recipient Institution: Riverside School District, Davis and Storrs Streets, Taylor, Pennsylvania 18517

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The objective of the project is to determine the current job opportunities and job requirements for beginning medical secretaries in Lackawanna and Luzerne counties. Procedures will include: (1) visiting and researching locations within the prime job market area for potential medical secretarial graduates of Riverside Junior-Senior High School; (2) visiting Hershey Medical Center, Geisinger Medical Center, and Robert Packers Hospital; and (3) making an indepth inquiry into a variety of topics affecting a medical-secretarial position in order to formulate kinds of courses which should be offered in local school districts.

VTP-2878

Mainstreaming Special Needs Students.

Principal Investigator: Clark, William H., Jr.

Recipient Institution: Venango County AVTS, One Vocational-Technical Drive, Oil City, Pennsylvania 16301

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of the project is to develop and test alternative strategies for training personnel and for delivering regular vocational programs with the aim of mainstreaming special needs students into the vocational classroom. Procedures will include: (1) restructuring the career education concept as it applies to special needs students by developing a reverse chaining career education model focusing primarily on those aspects of career education necessary for gainful employment; (2) developing the stages in the reverse chaining model using appropriate resources of society, e.g., parents, employers, social agencies, educational agencies, trade associations and the media; (3) identifying missing links in the special needs students career education chain and providing the necessary support services to develop these links; and (4) evaluating the viability of the special model through followup studies and developing a replicable model for adoption or adaptation by vocational-technical schools.

VTP-2879

Pilot Metric Program.

Principal Investigator: Downs, William C.

Recipient Institution: Central Westmoreland AVTS, R.D. #1, Arona Road, New Stanton, Pennsylvania 15672

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of the project is to prepare instructors to teach (in ten formal instructional hours) the metric system and help students develop an awareness of its pertinence to their chosen occupations. Procedures will include: (1) conducting a two-day workshop on the general use of the metric system and specific metric devices in various trade areas; and (3) disseminating project results to the Western Regional Office of Vocational Education Field Services.

VTP-2880

Schuylkill Occupational Career Education Program.

Recipient Institution: Schuylkill Intermediate Unit #29, 420 North Centre Street, Pottsville, Pennsylvania 17901

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of the project is to determine the most effective ways to offer a legitimate general industrial arts, business, science, and home economics program including occupational information, prevocational skill development, career exploration, and guidance. Procedures will include: (1) identifying prevocational skills important for program entry; (2) developing at least five instructional units (per teacher) that follow a standard curriculum development format; and (3) developing career units for each vocational program selected (units will include job ladder concept, labor market information, working conditions, lifestyle, and community resource activities.)

VTP-2881

Teacher Attitude Change.

Principal Investigator: Silkman, William R.

Recipient Institution: Erie County AVTS, 8500 Oliver Road, Erie, Pennsylvania 16509

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of the project is to change in a positive direction the attitudes of an academically oriented teaching and counseling staff and their vocational-technical students toward both vocational-technical education and associated careers. Procedures will include: (1) designing experience wherein a shop product can be completed in participant's workday; (2) training vocational-technical students as to their roles as tutors; (3) examining teachers' materials for evidence of vocational bias; (4) conduct of a Needs Session and a Hands-on session at ECVTS: and (5) conduct of followup session.

VTP-2882

A Work Experience Video-Tape Satellite Project for EMR Students (Continuation of 19-5814).

Principal Investigator: Caci, William P.

Recipient Institution: Hempfield School District, Stanley Avenue, Landisville, Pennsylvania 17538

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg Pennsylvania 17126

Summary of Project: The purpose of this project is to continue to enable EMR students to view and assess their work performance skills via video-tape. Objectives of the third year phase of the project are to (1) refine the 20 existing tapes by adding narration, interviews, and other information necessary to produce quality finished video-tapes for classroom use in various parts of the state; (2) develop approximately ten new tapes in areas such as job seeking techniques, career awareness, greenhouse keeper, shoe factory production, textile work, and the interviewing process; and (3) develop teacher lesson plans for use with finished tapes on various careers, job seeking techniques, vocational choices, skill development, social aspects of employment, and life styles. Procedures will include: (1) pupil utilization of on-the-job video-tapes as a source of immediate performance feedback; (2) use of video-tapes to form a library of occupational information material available to persons interested in the program (supervisors, employers, parents, and prevocational students); and (3) refine existing tapes and develop new tapes appropriate for EMR or other students by using portable videotape and editing equipment. These tapes will be used to develop written daily lesson plans based on standard lesson plan procedures. A team of experts in the field of special education and vocational education will review the lesson plans and make recommendations. Appropriate articles will be written for journals and presentations will be made at local, state, and national Special Education and Vocational Education conferences.

VTP-2883

Business and Office Career Development.

Principal Investigator: Lloyd, Gary

Recipient Institution: Utah State University, Logan, Utah 94322

Start—End Dates: Start Date 1 Sep 76; End Date 30 Jun 77

Supporting Agency: Utah State Board for Vocational Education, 1400 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111

Summary of Project: The intent of the project is to develop business career exploration materials for junior high schools in Utah. Specific objectives will help individual students (1) develop positive attitudes toward business careers; (2) explore a number of business occupations and job families; (3) have hands-on experience with business activities; (4) understand the variety of jobs in business; (5) know the worker qualifications needed to perform business jobs; (6) develop an understanding of the interpersonal relationships resulting from interaction of people in a business environment; and (7) understand the need to avoid discrimination in all aspects of business and life. In carrying out the project, business and office occupations will be divided into three major areas: (1) management and business ownership, (2) clerical and secretarial, and (3) accounting and data processing. Experience modules and information modules will be developed. Each module developed will consist of one or more realistic activities within a specific occupation. Students will operate, as nearly as possible, actual equipment which would be used on the job. A corollary career information module for each experience module will be developed. Prototype modules will be pilot tested to provide input for development of additional modules. Twenty modules will be developed in all.

VTP-2884

Distributive Education Career Exploration Curriculum Development.

Principal Investigator: Winn, Charles S.

Recipient Institution: Bridgerland Area Vocational Center, Logan, Utah 84321

Start—End Dates: Start Date 1 Oct 76; End Date 1 Oct 77

Supporting Agency: Utah State Board for Vocational Education, 1400 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111

Summary of Project: The purpose of the project is to develop and implement a marketing distributive education program at the junior high and early high school level. Emphasis will be placed on developing greater understanding of career opportunities and requirements relating to industry and careers. Specific objective are to (1) develop learner-centered experiences designed to meet the educational and career needs of the student and (2) use the USOE cluster concept in relating learning experiences to occupation demands. A diversified advisory committee will be established and maintained for the project's duration. The program will be coordinated by a variety of personnel and agencies. Ten pilot junior high schools will be selected to develop and field test the materials. Vocational directors of the test schools will be involved in implementation and field testing. One hundred career exploration learning units will be developed in various marketing and distributive education careers. A teacher guide and resource guide will be developed in each area. The distributive education teacher educator will provide training for project teachers and school administrators. The state specialist for distributive education will direct the development, evaluation, field test, and program implementation. Pretesting, posttesting, and evaluation will be conducted by the state research coordinating unit.

VTP-2885

Adult Basic Education/Experience-Based Career Education Project.

Principal Investigator: Bloomer, Nancy H.

Recipient Institution: Adult Basic Education, 110 East Spring Street, Winooski, Vermont 05404

Start—End Dates: Start Date 1 Apr 77; End Date 30 Jun 78

Supporting Agency: Vermont State Department of Education, Division of Vocational-Technical Education, Montpelier, Vermont 05602

Summary of Project: The project purposes are to (1) develop curriculum suitable for the ABE student in content and reading level to help him/her integrate career planning, vocational interests, and life skills with basic communication and math skills; (2) provide a variety of career and prevocational experiences for students, including onsite experience-based knowledge of various occupations; and (3) forge strong ties with community resources and draw upon them for the career experiences, vocational training, human services, and life skill competencies which students need. Procedures will include: (1) development of learning packets at the beginning level on various occupations; (2) conduct of a values workshop, a career information day, and a job interview clinic; (3) inservice teacher training; (4) development of exploration packages for student onsite experiences; (5) onsite career experiences for student; (6) establishment of career information library; and (7) development and dissemination of curriculum.

VTP-2886

Adult Education and Postsecondary Vocational Curriculum Development.
Principal Investigator: Major, Andrew L.
Recipient Institution: Springfield Public Schools, Springfield, Vermont 05156
Start—End Dates: Start Date 1 Apr 77; End Date 1 Jul 77
Supporting Agency: Vermont State Department of Education, Montpelier, Vermont 05602
Summary of Project: The purpose of the project is to develop usable curricula in fire science, accounting, and business management. Specific objectives are to (1) develop competency statements in each of the three content areas; (2) develop a needs assessment process; (3) find a means of assisting students in seeing the relationship between their needs for skills development and course content; and (4) develop a means of cataloging information regarding curriculum in the three program areas. Procedures will include: (1) researching and writing curriculum with the assistance of the local advisory group; (2) developing an information base about current job potential and training needs; (3) working with counselors, instructional support staff, and site directors to determine ways to make programs understandable; and (4) compiling a bibliography as part of the research.

VTP-2887

Artistic Related Trades Project.
Principal Investigator: Tabor, Luther G.
Recipient Institution: Burlington Area Vocational-Technical Center, 52 Institute Road, Burlington, Vermont 05401
Start—End Dates: Start Date 1 Apr 77; End Date 30 Jun 78
Supporting Agency: Vermont State Department of Education, Division of Vocational-Technical Education, Montpelier, Vermont 05602
Summary of Project: The purpose of the project is to initiate a new program in commercial art at the center which would be an appropriate career preparation field for students having artistic talents. Specific objectices are to (1) equip a facility instructionally adequate for commercial and industrial arts drafting; (2) increase the shared time participation at the center while increasing the female enrollment percentage in technical fields; (3) continue to revise offerings at the center in areas of new and expanding employment fields; (4) reduce the financial gamble the school district must assume when offering a vocational elective to students not traditionally taking advantage of vocational education; and (5) provide a specific time (other than daily classroom preparation time) for teachers to develop and field test a new performance-based curriculum Procedures will include: (1) development of a commercial art curriculum; (2) analysis of commercial art occupations in the state; (3) review adn acquisition of available resource materials; (4) writing of instructional units and purchase of learning instructional materials; (5) initiation of prototype phase; and (6) review of instructional plan.

VTP-2888

A Chance to Choose.
Principal Investigator: Birch, Hinda
Recipient Institution: Windham Northeast Supervisory Union, Atkinson Street Building, Bellows Falls, Vermont 05602
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Vermont State Department of Education, Montpelier, Vermont 05602
Summary of Project: The purposes of the project are to (1) make concepts of career education in grades nine through twelve known on a larger basis; (2) continue to evaluate the existing K-8 curriculum, infusing concepts of career education, decisionmaking, responsibility, and self-awareness as part of the process; and (3) incorporate entire departments into the project's core staff where applicable. Procedures will include: (1) formulation and implementation of a plan for dissemination of materials, ideas, projects, and procedures related to career education; (2) integration of interdisciplinary projects to tie in school subjects, learning, and real world experiences; and (3) acquisition of a resource person to coordinate and provide resources.

VTP-2889

Individualized Learning Package Development for Combined Electrical-Electronic Occupational Training Program.
Principal Investigator: Persico, Alfred M.
Recipient Institution: Bellows Free Academy, South Main Street, St. Albans, Vermont 05748
Start—End Dates: Start Date 1 Apr 77; End Date 31 Mar 78
Supporting Agency: Vermont State Department of Education, Division of Vocational-Technical Education, Montpelier, Vermont 05602
Summary of Project: The purpose of the project is to improve student learning in a two-year electrical-electronic program by developing a self-paced and individualized instructional program. Procedures will include: (1) development and/or procurement of instructional material including theory related and practical information, experiments, tests, and audiovisual material and (2) conduct of review session by instructors from other schools before final draft of material is printed.

VTP-2890

A Long Range Look at the Impact of Exemplary Programs in the State of Vermont.
Principal Investigator: Gustafson, Richard A.
Recipient Institution: CEDAR Associates, 22 Drummer Road, Keene, New Hampshire 03431
Start—End Dates: Start Date 1 Apr 77; End Date 30 Jun 78
Supporting Agency: Vermont State Department of Education, Division of Vocational-Technical Education, Montpelier, Vermont 05602
Summary of Project: The purpose of the project is to study the long-range impact of 30 previously funded exemplary projects and to provide an analysis of the findings to assist decision makers in isolating factors enhancing success in funded projects. Procedures will include: (1) identification of projects to be included in study; (2) development of an assessment instrument to collect common data from all projects; (3) modification and approval of assessment instrument by state exemplary program coordinator; (4) study of project file for each program; (5) identification and scheduling of onsite assessment visits to each project to be studied; (6) conduct of onsite assessment and information gathering visits; (7) completion of assessment instrument for each project; and (8) compilation of one-page impact statement for each project in terms of identified factors of influence. Results will be disseminated to appropriate state and national organizations.

VTP-2891

Community Resource Trainee (CRT).
Principal Investigator: Lowe, J. Allen
Recipient Institution: Lincoln County School District Number Two, Star Valley High School, Afton, Wyoming 83110
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Wyoming State Department of Education, Cheyenne, Wyoming 82002
Summary of Project: The purpose of the project is to develop an occupational program for vocational students in small, rural, and isolated schools or large schools which cannot provide the training and skills needed for the broad spectrum of occupations in Wyoming. Procedures will include: (1) developing a task analysis to determine entry-level skills for various occupations; (2) writing broad and specific behavioral objectives; (3) developing learning activities which will provide students with knowledge, skills, and competencies required to achieve the behavioral objectives of the course; (4) developing an evaluation method of measuring student achievement; and (5) recycling students through the same set of learning activities until the needed competencies are achieved.

VTP-2892

Community Resource Training Program in Big Horn.
Principal Investigator: Ribble, George D.
Recipient Institution: School District Number One, West Ranchester, Wyoming 82839
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Wyoming State Department of Education, Cheyenne, Wyoming 82002
Summary of Project: The purpose of the program is to extend the vocational classroom into a community within which it is not feasible to offer a variety of vocational courses and to enable each student to be guided by a professionally trained community volunteer. Specific objectives are to (1) provide personnel, facilities, or equipment essential for specialized occupational training; (2) provide a certified vocational coordinator, representing the school district, to develop and aid in the delivery of the behavioral objectives established within a training plan; and (3) provide, on a nonpaid basis, students with at least one salable skill prior to completion of the formal high school experience. Procedures will include: (1) performing a task analysis to determine the knowledge, skill, and competencies needed by students to develop entry level skills for various occupations; (2) writing broad and specific behavioral objectives for the course; (3) developing learning activities which will provide students with knowledge, skills, and competencies required to achieve the behavioral objectives; and (4) developing a method of measuring students' competencies in relation to the behavioral objectives.

VTP-2893

Wyoming Vocational/Occupational Education Research Project.
Principal Investigator: Durkee, Jim
Recipient Institution: Department of Vocational Education, College of Education, University of Wyoming, Laramie, Wyoming 82070
Start—End Dates: Start Date 30 Sep 76; End Date 1 Oct 77
Supporting Agency: Wyoming State Department of Education, Office of Occupational Education, Cheyenne, Wyoming 82002
Summary of Project: The project's purpose is to develop an organized system of research activities for vocational/occupational education for Wyoming. Procedures will include: (1) developing a list of needed research activities for SDE and DVE; (2) promoting and conducting followup studies of former vocational/occupational education students; (3) evaluating current manpower opportunities studies; (4) coordinating these programs with training programs; and (5) conducting necessary research activities for program planning and evaluation.

Project Title List (by state)

Florida	Campus-Wide Metric Laboratory.	VTP-2821
	Community Outreach.	VTP-2822
	Demonstration of Inter-Institutional Collaboration for the Design of a Competency-Based Cooperation Program for Teacher Certification.	VTP-2823
	Develop and Test a Plan for Validating Catalogs of Competency in Industrial Arts.	VTP-2824
	Establishing and Operating an Advisory Council and Program Service Area Committees for Vocational Teacher Education FIU.	VTP-2825
	Evaluation of a Vocational Education Program by Potential Major Employers in the Community College.	VTP-2826
	Human Relations/Communications Module.	VTP-2827
	Perpetuate Puppetry.	VTP-2828
	Solar Hot Water System for Heating Plant Propagation Beds.	VTP-2829
Georgia	Developing, Field Testing and Demonstrating the Comprehensive High School Instructional Business Data Processing Cluster Curriculum.	VTP-2830
	Development of Office Applications Demonstration Laboratory for Area Vocational–Technical Schools.	VTP-2831
	Vocational Evaluation Instruments for Local Evaluation of Occupational Training Programs.	VTP-2832
Indiana	Identifying Local Employment Potential and Needs.	VTP-2833
	Modification of Indiana Vocational Technical College Curricula Structure.	VTP-2834
	Normative Study of Indiana Students Using Vision Test.	VTP-2835
Iowa	Analyze the Potential and Demonstrate Components of an Experience-Based Career Education (EBCE) Model in Meeting the Career Education Needs of Mildly Mentally Disabled Adolescents in Secondary Schools.	VTP-2836
	Development and Field Testing of a Model of Implementing Career Program Assessment.	VTP-2837
Kentucky	Project for the Development of Video Tapes for the Practical Arts Program.	VTP-2838
Maine	Comparison of Teaching/Learning Techniques by Teachers and Students of Vocational Technical Institutes.	VTP-2839
	Supplemental Program to Occupational Guidance for Disadvantaged Youth.	VTP-2840
Minnesota	Attributes of Secondary Vocational Center Training: Nature of Programs and Student Perceptions and Plans.	VTP-2841
Missouri	Assessment of Consumer Education Status and Needs of Consumer Educators in Missouri Schools.	VTP-2842
	Computer Program to Generate Multiple Forms of Objective Tests.	VTP-2843
	Development and Dissemination of an Individualized Curriculum Guide to Utilize the VICA Club Achievement Program as a Model of Instruction.	VTP-2844
	Identification, Selection, and Measurement of Adaptive Work Skills in Missouri's Vocational Education Programs.	VTP-2845
	Procedures for Area Vocational School Student Selection.	VTP-2846
	Project to Develop and Test Occupational Experience Training Outlines for the 20-25 Most Common Careers Obtained by Graduates of Post-Secondary Agri-Business Programs in Missouri.	VTP-2847

Nebraska	Curriculum Development of Re-Entry Course for Licensed Practical Nurses.	VTP-2848
	Evaluation of Vocational Home Economics Programs in Terms of Competencies Needed to Function Effectively as a Homemaker and/or Homemaker and Wage-Earner.	VTP-2849
	Expanding Vocational Training Opportunities for Secondary Students Through ESU Coordination.	VTP-2850
	Feasibility Study—Cooperative Vocational Education for Schools in Educational Service Unit Number Two.	VTP-2851
	Identification of Vocational Curriculum Priority Needs for Nebraska Secondary and Post-Secondary Schools.	VTP-2852
	Implementation of the nebraska Core Curriculum for Vocational Agriculture.	VTP-2853
	Occupational Opportunities in Nebraska, 1978 Report.	VTP-2854
North Carolina	Preparing Regional Occupational Personnel to Better Education.	VTP-2855
	Statewide Dissemination of Promising Occupational Education Products Developed Through Research and Development Programs.	VTP-2856
North Dakota	Competency-Based Curriculum Writer's Workshop.	VTP-2857
	North Dakota Post-Secondary Distributive Education Core Curriculum Identification and Experimentation.	VTP-2858
	Research and Develop an Industrial Arts Curriculum Guide for North Dakota Secondary Schools Along the Cluster Technologies Approach.	VTP-2859
Ohio	Conceptualization of a Practical Arts Program Component for Junior High/ Middle School Youth.	VTP-2860
	Performance-Based Teacher Education/Service Application Project.	VTP-2861
Oklahoma	Comprehensive Follow-up of 1971-72 PN Graduates that are not Available for the Labor Market.	VTP-2862
	Comprehensive In-Service Training Program for Vocational Agriculture Teachers in Oklahoma with Emphasis on New and Returning Teachers.	VTP-2863
	Demand for and Supply of Vocational and Technical Education Teachers in Oklahoma: 1978-1982.	VTP-2864
	Parallel Follow-up, 1976.	VTP-2865
Oregon	Development of Model Work Experience Program for Grades 7-12.	VTP-2866
	Model Exploratory Work-Experience Program for Grades 7-12.	VTP-2867
	Refine and Field Test Models for the Use of a Data Base in Planning State and Local Vocational Education Programs at the Secondary Level.	VTP-2868
	Research on the Utilization of Oregon Department of Education Materials in Approved Vocational Programs in Linn, Benton, and Lincoln Counties.	VTO-2869
	Springfield Model Career Guidance Program.	VTP-2870
Pennsylvania	Area Vocational—Technical School Auto/Power Mechanics—Prevocational Program.	VTP-2871
	Curriculum Pilot in Agriculture Supplies.	VTP-2872
	Design of a Decision Model for Adjusting Curricula, Facilities and Personnel.	VTP-2873
	Determining the Feasibility and Acceptability of the Cluster Concept as a Modification of Existing Curriculum in a Comprehensive AVTS.	VTP-2874
	Facilitating Metric Instruction to Teacher and Student Through the Use of Developed Instructional Packages.	VTP-2875
	Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students.	VTP-2876
	Investigation of Job Opportunities and Job Requirements for Medical Secretaries.	VTP-2877
	Mainstreaming Special Needs Students.	VTP-2878

	Pilot Metric Program.	VTP-2879
	Schuylkill Occupational Career Education Program.	VTP-2880
	Teacher Attitude Change.	VTP-2881
	Work Experience Video-Tape Satellite Project for EMR Students (Continuation of 19-5814).	VTP-2882
Utah	Business and Office Career Development.	VTP-2883
	Distributive Education Career Exploration Curriculum Development.	VTP-2884
Vermont	Adult Basic Education/Experience-Based Career Education Project.	VTP-2885
	Adult Education and Post-Secondary Vocational Curriculum Development.	VTP-2886
	Artistic Related Trades Project.	VTP-2887
	Chance to Choose.	VTP-2888
	Individualized Learning Package Development for Combined Electrical-Electronic Occupational Training Program.	VTP-2889
	Long Range Look at the Impact of Exemplary Programs in the State of Vermont.	VTP-2890
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	Community Resource Training Program in Big Horn.	VTP-2892
	Wyoming Vocational/Occupational Education Research Project.	VTP-2893

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		TOTAL			

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits)
  See Resources in Education
- **SPECIFY EITHER:**
  Microfiche (MF)
  or
  Paper Copy (HC)
- **ENTER UNIT PRICE**
  (See Below)
- **INCLUDE POSTAGE**
  (See Below)
- **ENCLOSE CHECK or MONEY ORDER**
  Payable to EDRS or Computer Microfilm International Corp.
  (U.S. Funds Only)
- **MAIL TO:**
  EDRS
  P. O. Box 190
  Arlington, Virginia 22210
- **COMPLETE AND SIGN BELOW**

Date ____________________

Signature ____________________

Title ____________________

UNIT PRICE SCHEDULE
(Effective June 10, 1976)

MICROFICHE (MF)		PAPER COPY (HC)	
NUMBER FICHE EACH ED #	Price	NUMBER PAGES EACH ED #	Price
1 to 5	$ .83	1 to 25	$1.67
6	1.00	26 to 50	2.06
7	1.16	51 to 75	3.50
8	1.33	76 to 100	4.67
Each additional microfiche	.167*	Each additional 25 pages	1.34

*Total Price Should Be Rounded to Nearest Cent

CHART FOR DETERMINING UNITED STATES POSTAGE

1st CLASS POSTAGE FOR		4TH CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)							
1-3 Microfiche Only	4-7 Microfiche Only	60 or less MF or HC Pages	61-120 MF or HC Pages	121-180 MF or HC Pages	181-240 MF or HC Pages	241-300 MF or HC Pages	301-360 MF or HC Pages	361-420 MF or HC Pages	Each Additional 60 MF or HC Pages
.13	.24	.25	.35	.45	.55	.65	.75	.85	.08

**Costs For Priority Shipment Available Upon Request.

For Foreign Postage SEE REVERSE—

To order documents announced in the original publication of the AIM/ARM Project, *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM), Fall of 1967 through Volume 9, Number 6, see the individual issues for ordering instructions.

Price lists and ED numbers for the complete set of AIM/ARM VT-ERIC Microfiche are listed below.

AIM Microfiche Sets

Issue		ED Number	Price
Fall	1967	ED 013 339	$11.70
Winter	1967	ED 015 349	24.60
Spring	1968	ED 017 746	33.30
Summer	1968	ED 020 442	32.10
Fall	1968	ED 022 971	23.25
Winter	1968	ED 028 305	25.05
Spring	1969	ED 030 770	34.05
Summer	1969	ED 032 434	51.45
Fall	1969	ED 034 074	42.30
Winter	1969	ED 037 585	34.95
Spring	1970	ED 041 177	28.65
Summer	1970	ED 042 931	31.50
Fall	1970	ED 045 856	28.50
Winter	1970	ED 049 382	23.70
Spring	1971	ED 052 390	36.30
Summer	1971	ED 053 339	33.90
Fall	1971	ED 056 238	48.45
Vol. 5, No. 1		ED 059 407	46.95
Vol. 5, No. 2		ED 062 563	39.60
Vol. 5, No. 3		ED 063 502	39.60
Vol. 5, No. 4		ED 067 490	41.10
Vol. 6, No. 1		ED 069 919	32.40
Vol. 6, No. 2		ED 075 668	9.00
Vol. 6, No. 3		ED 075 685	.75
Vol. 6, No. 4		ED 083 481	41.10

ARM Microfiche Sets

Issue		ED Number	Price
Fall	1967	ED 013 338	$13.65
Winter	1967	ED 015 348	15.90
Spring	1968	ED 016 876	22.95
Summer	1968	ED 019 526	43.20
Fall	1968	ED 022 065	3.30
Winter	1968	ED 027 441	20.70
Spring	1969	ED 030 001	15.00
Summer	1969	ED 031 587	16.05
Fall	1969	ED 033 237	5.10
Winter	1969	ED 036 657	19.05
Spring	1970	ED 039 370	21.00
Summer	1970	ED 042 060	19.20
Fall	1970	ED 045 860	45.45
Winter	1970	ED 049 385	24.75
Spring	1971	ED 051 432	23.40
Summer	1971	ED 054 390	11.40
Fall	1971	ED 057 254	15.00
Vol. 5, No. 1		ED 060 223	47.40
Vol. 5, No. 2		ED 062 579	9.30
Vol. 5, No. 3		ED 063 517	19.95
Vol. 5, No. 4		ED 068 733	16.20
Vol. 6, No. 1		ED 070 816	14.10
Vol. 6, No. 2		ED 076 749	4.95
Vol. 6, No. 3		ED 076 774	4.05
Vol. 6, No. 4		ED 083 482	6.60

AIM/ARM Microfiche Sets

Issue	ED Number	Price
Vol. 7, No. 1 (VT 100 001-100 200)	ED 094 269	$24.90
Vol. 7, No. 2 (VT 100 201-100 400)	ED 094 270	23.85
Vol. 7, No. 3 (VT 100 401-100 600)	ED 094 271	23.10
Vol. 7, No. 4 (VT 100 601-100 800)	ED 094 272	26.85
Vol. 7, No. 5 (VT 100 801-101 000)	ED 095 434	32.25
Vol. 7, No. 6 (VT 101 001-101 200)	ED 096 554	35.25
Vol. 8, No. 1 (VT 101 201-101 400)	ED 101 219	47.85
Vol. 8, No. 2 (VT 101 401-101 600)	ED 103 724	40.89
Vol. 8, No. 3 (VT 101 601-101 800)	ED 108 003	32.04
Vol. 8, No. 4 (VT 101 801-101 950)	ED 109 512	38.52
Vol. 8, No 5 (VT 101 951-102 200)	ED 114 719	12.33
Vol. 8, No. 6 (VT 102 201-102 400)	ED 119 023	5.[illegible]
Vol. 9, No. 1 (VT 102 401-102 600)	ED 120 588	5.06
Vol. 9, No. 2 (VT 102 601-102 800)	ED 123 498	13.69
Vol. 9, No. 3 (VT 102 801-103 000)	ED 127 481	4.50
Vol. 9, No. 4 (VT 103 001-103 200)	ED 130 084	11.03
Vol. 9, No. 5 (VT 103 201-103 400)	ED 131 342	17.53
Vol. 9, No. 6 (VT 103 401-103 600)	ED 133 612	6.01

AIM/ARM VT-ERIC Microfiche Sets are available:

1) In any complete collection of ERIC microfiche
2) From the ERIC Document Reproduction Service (EDRS)
3) From state research coordinating units which have the AIM/ARM VT-ERIC Microfiche Collections